REPORT RESUMES

ED 011 471 RC 000 777

FLANNING FLORIDA'S MIGRANT EDUCATION PROGRAM, REPORT OF THE WORKSHOP (CHINSEGUT HILL, JULY 18-27, 1966).
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE 24 JAN 67
EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *MIGRANT EDUCATION, *MIGRANT CHILDREN, MIGRANT SCHOOLS, *PROGRAM PLANNING, PRESCHOOL PROGRAMS, *STUDENT RECORDS, DATA PROCESSING, SELF CONCEPT, INSERVICE TEACHER EDUCATION, TRANSFER STUDENTS, ACADEMIC ACHIEVEMENT, READING LEVEL, INSTRUCTIONAL MATERIALS, PROGRAM EVALUATION, *PROGRAM DEVELOPMENT, CURRICULUM GUIDES, ATTITUDES, FLORIDA MIGRANT EDUCATION PROGRAM, TALLAHASSEE, ESEA TITLE III B, ESEA TITLE V

THIS WORKSHOP REPORT STATES THE GOALS OF THE WORKSHOP, LISTS ITS PARTICIPANTS, AND PROVIDES EXCERPTS FROM SPEECHES MADE. MIGRANT ADULT EDUCATION, MIGRANT STUDENT EDUCATION, MIGRANT PRESCHOOLS, AND THE HISTORY OF FLORIDA'S MIGRANT EDUCATION PROGRAM ARE DISCUSSED. METHODS ARE SUGGESTED TO IDENTIFY THE MIGRANT STUDENT'S EDUCATIONAL LEVEL, TO TRANSFER THE STUDENT'S DATA RECORDS, AND TO IMPROVE MIGRANT EDUCATION THROUGH INSERVICE TRAINING PROJECTS. THE REPORT LISTS OBJECTIVES, GUIDING PRINCIPLES, AND CRITERIA FOR INCLUSION IN THE MIGRANT EDUCATION PROGRAM. THE CONCLUSION IS A DISCUSSION OF THE VALUE AND DEVELOPMENT OF THE SELF-CONCEPT FOR SCHOOL ACHIEVEMENT, WHICH THE REPORT STATES MAY BE HELPED BOTH BY DEVELOPING A POSITIVE ATTITUDE IN THE MIGRANT CHILD AND BY INVOLVING THE MIGRANT CHILD'S PARENTS IN SCHOOL ACTIVITIES. (CL)

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Planning Florida's

MIGRANT EDUCATION PROGRAM

Nov. 1, 1966

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE
FLOYD T. CHRISTIAN, SUPERINTENDENT

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PLANNING FLORIDA'S
MIGRANT EDUCATION PROGRAM

Report of the Workshop Held at
Chinsegut Hill
A University of South Florida Continuing Education Center
July 18 - 27, 1966

The workshop and this report are a part of projects conducted by the Florida State Department of Education for "The Development of State Leadership for Improving Educational Opportunities of Farm Migrant Children" and "Migrant Education Program Development" under grants provided from Title V, Section 505 of PL 89-10, Office of Education, United States Department of Health, Education and Welfare, and Title III B of PL 88-452, Office of Economic Opportunity.

CONTENTS

OVERVIEW OF THE WORKSHOP 1

Workshop Participants 5

PREPARATION FOR PLANNING

Map (Domestic Agricultural Migrants In Florida) 7

Migrants - Present and Future — Minnie H. Fields 8

Migrant Education History and Leadership — Julian D. Morse 12

Florida Program For the Education Of Migrants and Their Children 22

What Should Be Our Guiding Principles As We Develop a Florida Program Of Migrant Education? 25

What Does the State Program Include? 26

RESUME OF SPEECHES

Adult Education — Arthur J. Collier 28

*Models of Interstate Cooperation - What? Why? How? — Elizabeth Sutton 30

*Threads: Gleanings From Participants' Interaction — Elizabeth Sutton 37

Preschool Education — Minnie Lee Rowland 39

Florida System For Processing Educational Data Electronically and Information and Data About Migrants and Their Children — Eugene W. Schoch 43

*How To Include Systematic Investigation and Experimentation — Hazen A. Curtis 46

*Self-Concepts and School Achievement — Arthur W. Combs 48

MATERIALS TO BE UTILIZED WHEN IMPLEMENTING THE PROGRAM

Migrants and Their Children — Ruth Irvin 52

Identifying Migrants, Obtaining More Information About Their Needs and Characteristics — Ralph L. Sharp 56

Things Teachers May Do To Help Migrant Children Develop Positive Attitudes Toward Self and School Learning — Charles C. Hayling, Jr. 61

Keys to Parent Involvement — Arthur J. Collier 63

*The Construction and Administration Of an Effective Instrument To Determine the Instructional Level Of Migrant Children — Geraldine R. Grimes and Margaret H. Mosley 66

The Selection and Use Of Differentiated Curriculum Materials In a Multi-cultural School — J. Homer Bible 70

In-service Projects As a Vehicle For Improvement In Migrant Education — Marion H. Crawford 74

Diagram (Interrelation of Resources and/or Subjects For "Treatment" In In-service Projects) 77

Interstate Cooperation — Herbert Burden 78

Diagram (Intrastate Organization) 82

Map (Suggested Regional Cooperating Counties For Intrastate Programs) 83

Criteria To Guide Evaluation: Instruments and Techniques Which May Be Used — Rosabelle Blake 84

Education For Migrants — William E. Newsome 86

APPENDIX

Interest Inventory 93

Personality Inventory 94

Bibliography 96

*Tapes are available upon request from Education for Migrant Children, Florida State Department of Education, Tallahassee, Florida.

OVERVIEW OF THE WORKSHOP

Introduction

In general, public education in Florida is decentralized with each county school system committed to and responsible for making available to all children a high quality program with adequate supportive services and facilities. Impetus has been given to the realization of this commitment as interested citizens, leaders from school systems, and higher education, as well as State Department of Education staff, have engaged in joint cooperative efforts to increase the effectiveness of schools. The workshop, "Planning Florida's Migrant Education Program", an activity of this type, was conceived as a means of bringing together individuals involved in programs for migrants for in-depth consideration of:

- The agricultural migratory worker in Florida; characteristics of the migratory way of life with emphasis upon the strengths and needs of migratory children and adults;

- Program development in the light of the needs and characteristics.

Workshop Goals

I. Planning a program
  A. Migratory laborers
    1. Migrants present and future;
    2. Migrants and their children;
    3. Identifying migrants, obtaining more information about their characteristics and needs, record system and transferral of pupil information;

  B. Florida's migrant program
    1. Goals
    2. Guiding principles
    3. Ingredients

  C. A sample statement - "Back home" application
    1. Goals
    2. Available resources, local, interstate, state
    3. Program elements

II. Developing materials to be utilized when implementing the plan
  A. Fifteen things teachers can do to help children develop positive attitudes toward self and toward school learning;

B. Ten keys to communication with and involvement of parents;

C. Revised informal inventory;

D. Suggestions regarding preparation of materials for pupils' use;

E. Suggested in-service experiences in preparation for or in conjunction with planning and implementing the program with implications for changing attitudes toward migrants, improving professional competencies, systematic investigations and experimentation;

F. Interstate cooperation - What can be done? How?

G. Criteria to guide evaluation: instruments and techniques which may be used;

Way of Work

Addresses by speakers-consultants were invaluable in that each established a position which was clarified through work with small groups and informal dialogue. These provocative presentations (listed below) greatly influenced the thinking of the participants.

The Migrant and His Children	Mr. Arthur Collier
Differentiated Curriculum Materials for Multi-cultural Schools	Dr. Elizabeth Sutton
Models of Interstate Cooperation - What? Why? How?	Dr. Elizabeth Sutton
Education for Children Under Six	Miss Minnie Lee Rowland
Adult Education and Parent Education	Mr. Arthur Collier
Florida System for Processing Educational Data Electronically and Information and Data About Migrants and Their Children	Dr. Eugene Schoch
How Can We Include Systematic Investigations and Experimentation	Dr. Hazen A. Curtis
Self-concepts and School Achievement	Dr. Arthur W. Combs

Other sources of information utilized included printed materials, tape recorded interviews with adult migrants, recorded lecture's, and movies. Copies of previous migrant education workshops were also used.

Workshop participants included:

- Public school principals, teachers, and supervisors from counties with a large number of migrants;
- A representative from a private day care center for migrant children;
- Consultants from the State Department of Education in:
  - Guidance
  - Early Childhood Education
  - General Instruction
  - Education for Migrant Children
  - Adult Basic Education
- Professors from:
  - The University of Florida
  - The Florida State University
- Consultant from:
  - The United States Office of Education, Education for Migrant Children

Several participants served as discussion leaders in connection with one of the major concerns. After the ideas advanced were tested with a small group, a written statement was prepared for total group discussion. When necessary, modifications were made in the statement in order for it to represent the consensus that emerged from the total group. Although the statements as included in this report are credited to one writer, it is important to keep in mind that they also reflect the thinking of all participants.

Evaluation

Participants' reactions to the workshop were determined from their:

1. Informal conversations
2. Reaction sheets
3. Spontaneous responses to unanticipated developments
4. Reports

Voluntary sharing of responsibilities, a serious quest for information, and congeniality characterized the workshop, in which everyone became fully involved. Participants were deeply appreciative of the excellent presentations by speakers-consultants which provoked thought and discussion. Extensive use of the wide variety of materials was evident. Discussion leaders followed through on the preparation of reports which reflected the thinking of all.

It was recommended that:

1. This type of workshop be held again next year;
2. Topics listed below should be explored more fully with emphasis upon bringing about changes "back home";
    - Interstate coordination and cooperation
    - Education for children under six
    - Adult education and parent education
    - Information and data about migrants and their children
    - Systematic investigations and experimentation

Suggested Utilization of Report

This report may be used as:

1. A guide for subsequent detailed planning at the local and state levels;
2. The basis of independent or cooperative endeavors of personnel from the State Department of Education, institutions, and agencies;
3. A stimulus for study, imaginative thinking, and experimentation in connection with the education of migratory children and adults;
4. A reference point when determining progress or evaluating Florida's educational program for migratory children and adults.

Acknowledgments

Appreciation is expressed to:

- Consultants and workshoppers for generously contributing their time and talents to this undertaking;
- The Continuing Education staff of the University of South Florida for expediting the administration of the workshop and making available the Chinsegut Hill Center;
- All other persons who helped to make the workshop a success.

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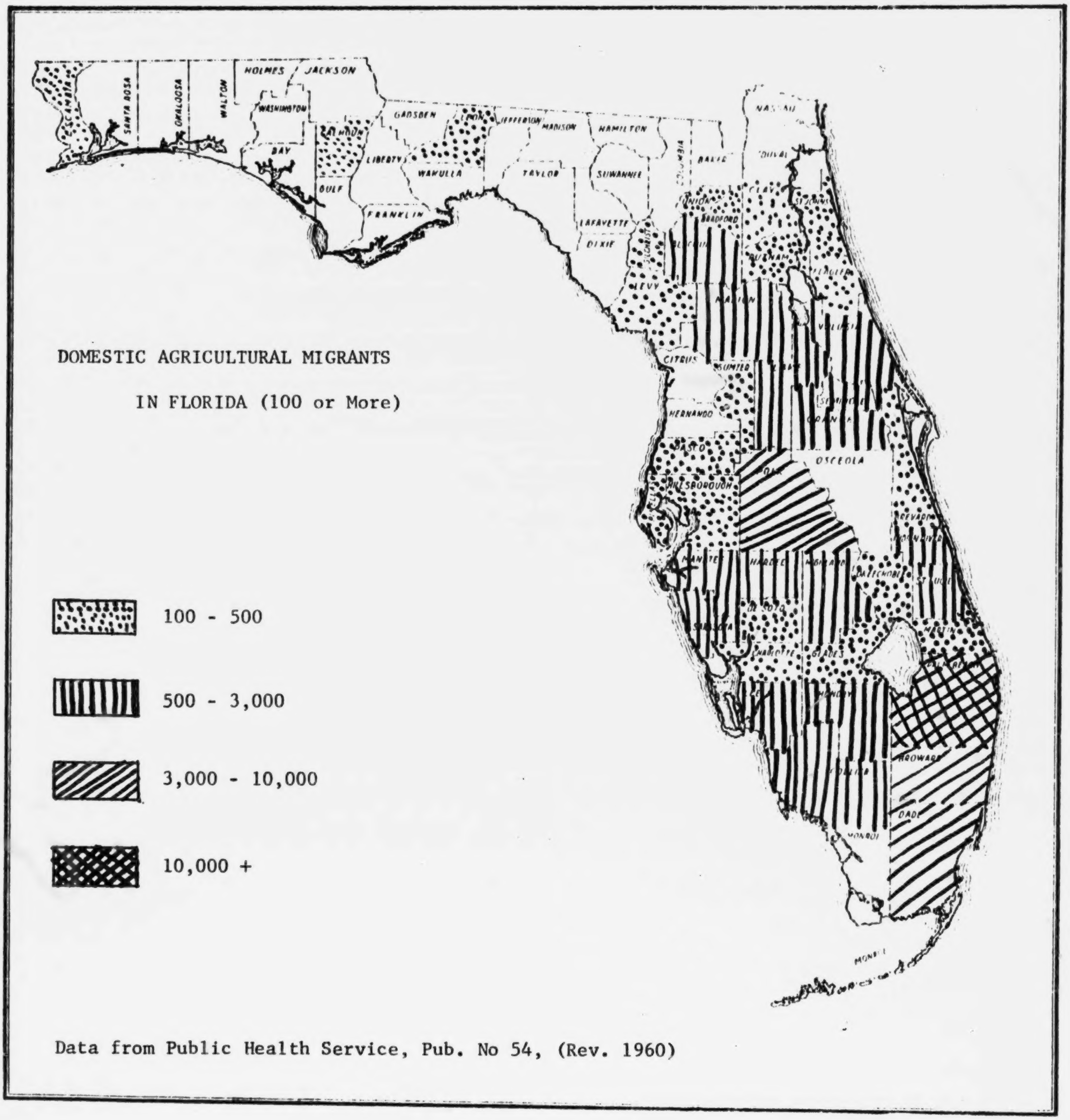
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OSCEOLA
BREVARD
INDIAN RIVER
MANATEE
HARDEE
HIGHLANDS
OKEECHOBEE
ST. LUCIE
DE SOTO
SARASOTA
MARTIN
CHARLOTTE
GLADES
HENDRY
BROWARD
COLLIER
DADE
MONROE
100 - 500
500 - 3,000
3,000 - 10,000
10,000 +

DOMESTIC AGRICULTURAL MIGRANTS

IN FLORIDA (100 or More)

Data from Public Health Service, Pub. No 54, (Rev. 1960)

MIGRANTS - PRESENT AND FUTURE

By Mrs. Minnie H. Fields

In general, migrant workers are employed in most counties of central and south Florida during seven or eight months from October through May. Florida, the nation's second largest producer of vegetable crops, and the largest producer of citrus, has a great need for migrant seasonal labor in the production and harvesting of vegetables, citrus fruits, and sugar cane. In order for growers to reach maximum efficiency, it is necessary for them to have access to a large number of laborers who can harvest the crops as they ripen. The warm climate and fertile soil make it possible for farmers, particularly those in the southern part of the state, to grow three or more crops during the year. However, there is insufficient work during the planting and tending phases of production to warrant the employment of the 40,000 to 90,000 workers needed for harvesting and packaging. Thus, it is necessary for many seasonal laborers to become migrants in order to avoid long periods of unemployment.

Although these workers are generally classified as unskilled, there is a growing tendency for the worker to specialize in one type of product; for example, the sugar cane workers seldom pick oranges, or vice versa. Since, in some cases, the daily earnings of workers are directly related to their output (a given amount per unit), it becomes necessary for them to be fast, efficient workers. Further, many growers, in an effort to improve labor productivity, hire an individual for a specific operation, such as for picking, packing, lidding, lugging, and loading.

When domestic farm laborers are not available, male off-shore or foreign workers from the British West Indies and Bahamas are used. During 1965, approximately 7,937 of these workers were employed in citrus and sugar cane. The ethnic origin of domestic workers was as follows: Anglo - 17%, Texas-Mexican - 15%, Negro - 58%, and Puerto Rican - 10%[1].

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[1] Florida State Migrant Health Project. Florida State Board of Health Jacksonville, Florida. 1966. p. 1.

Although it is known that patterns of migrancy are changing, exact, reliable, up-to-date information and statistics which describe the migrant's life and working conditions are not available. Each type of agency or institution serving migrants seems to utilize its own definition of migrant seasonal laborer and to base its statistics and data gathering procedures thereon. Therefore, this discussion represents facts which the workshoppers have gathered through observations in combination with data from two 1966 publications:

Florida State Migrant Health Project. Florida State Board of Health. Jacksonville, Florida. 1966.

The Dare Report. University of Florida, Institute of Food and Agricultural Science. Gainesville, Florida. 1966.

A majority of the migrants spend six to eight months in Florida, then they travel in one of three directions (commonly referred to as streams) during June, July, August or September. The first of these is the southwestern stream which ends in Texas or Arkansas; the second, the northcentral stream which ends in Ohio, Indiana or Michigan; and third, the east coast stream which ends in New York. The majority of Florida based migrants follow the east coast stream. It should be noted that recently it appears that more workers are remaining in Florida year-round and that more men are leaving their wives and children in Florida during the summer months.

State Employment Services frequently make available advance information regarding possible employment in the states along the route for those workers who travel in crews. Some crews leave Florida with plans for stopping in these states to work on the journey to and from their destination. Others travel without stopping to work because they have a contract for the "season" with a grower at their destination.

Many of the workers travel, as members of crews, in buses owned by the crew leader or their employer. Others, chiefly "free wheelers", usually family groups with no specific employment contact, travel in their own cars.

During the months spent in Florida, the vegetable harvesters move, with their families, from one locality to another several times during the season in search of employment. Others may set up housekeeping in one place and "commute" to the fields daily via buses furnished by employers or crew leaders. Most of them are employed each morning for one day and are paid at the end of the day. Thus, they select their employer, working conditions, type of work, and days of employment per week as they wish.

Observations and available information seem to indicate that the majority of migratory farm workers:

1. Are from the farms of other southern states;
2. Become migrants because they could not obtain other employment;
3. Earn, on the average, less than $1.00 per hour during the Florida season;
4. Have completed sixth grade;
5. Are "married" and have "extended" families;
6. Dislike their living and working conditions;
7. Want something better for their children;
8. Remain in the migrant stream for at least ten years, often longer;
9. Have very limited contacts, if any, with growers.

Although the utilization of migratory labor presents many complex problems for the grower and the worker, planting, tending, harvesting and packing citrus fruits, vegetables and sugar cane put a premium upon migrant labor. In the predictions for the next ten years of agriculture in Florida, the Dare Report[1] indicates significant trends toward:

1. Larger farms;
2. Increased emphasis on subtropical fruits;
3. Improvements in water control;

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[1] The Dare Report. University of Florida Institute of Food and Agricultural Science. Gainesville, Florida. 1966. (pp. 48-49, 107)

4. Introduction of new and improvements in old chemicals, such as fertilizers and pesticides;

5. Increased mechanization;

6. Shifts in population which bring about changes in land usage.

With reference to labor requirements, the report points out that supply and quality of labor probably will be the most critical problem to be overcome, as increased production will bring about a need for 54 percent more man-hours in vegetable harvesting and packing house operations and 460 percent more man-hours in sugar cane.

Recent efforts of growers to improve working and living conditions and to recruit farm workers, coupled with the current intensification of activity designed to unionize farm laborers, make it imperative that an educational program be developed to adequately provide for the unique needs of migrants and their children.

MIGRANT EDUCATION HISTORY AND LEADERSHIP

By Mr. Julian D. Morse

While a definitive historical chronology of the State Department of Education's involvement in activities related to the migrant farm worker and his family is beyond the scope and intent of this report, it may be well to note that at least over the last decade, the Department of Education has attempted to bring its resources to bear upon the problems of educating the migratory child.

Following the 1954 East Coast Migrant Conference, Governor LeRoy Collins appointed an Advisory Committee on Migrant Agricultural Labor in October of 1955. This committee was composed of eighteen citizens who were interested in the problem because of their affiliation with agricultural organizations or with private or public organizations connected with agricultural labor or marginal income groups and included a representative of the Department of Education. As the work of this committee revealed that much improvement could be made through existing state agencies, Governor Collins, in November 1957, appointed an Interagency Committee on Migrant Agricultural Labor which worked throughout 1958 and made recommendations to the 1959 Legislature. Again, the Department of Education was included on this interagency committee. The findings and recommendations of these committees were reported in a Legislative Council and Legislative Reference Bureau report entitled "Migrant Farm Labor in Florida". This report indicates that during 1952 and 1953 the Florida State Department of Education and the school authorities of Palm Beach County assisted the Migrant Research Project Board of the National Council on Agricultural Life and Labor in making a study of the educational needs and problems of migrant children in the Glades area of Palm Beach County. This field research study has been reported by Shirley E. Greene in The Education of Migrant Children (Washington, D.C.:

Department of Rural Education, National Education Association, 1954). This Legislative Reference Bureau report comments that:

> "The interest engendered by this Study led to the inauguration of a Pilot Project on the Education of Agricultural Migratory Children which was conducted cooperatively by the school authorities of Palm Beach County, Florida, and Northampton County, Virginia, from July 1954 through June 1957. The central feature of the Pilot Project involved the employment jointly by the two county school systems, with the financial assistance of the NCALL Migrant Research Board, of Miss Elizabeth Sutton, as a supervisory specialist in migrant education. The Supervisor was employed as a regular member of the headquarters staff of each of the counties to work under the direction of the county superintendent, to whom she was responsible in her day-to-day work. Her time was divided between the two counties on a schedule corresponding to the agricultural migratory movement. The project, designed to improve and extend the educational opportunities and experiences of migrant children, was experimental in nature. Areas of concentration included:
>
> 1. Work on enrollment and attendance problems for the purpose of securing enrollment of migrant children on the earliest possible date and their regular attendance at school throughout the period of their residence in the community.
>
> 2. Experimentation with problems of curriculum modifications which involved the identification of specific needs of migratory children and a careful study of the more effective ways of teaching them; and the
>
> 3. Development and experimentation with special transfer records for migrant children to take from school to school."

The report of the Pilot Project - Elizabeth Sutton, Knowing and Teaching the Migrant Child (Washington, D. C.: Department of Rural Education, National Education Association, 1960) - became a benchmark in the literature on the education of migrant children. During the course of the pilot project, two extension courses were conducted in the glades area of Palm Beach County during the 1955-56 school year by Florida State University and Florida Agricultural and Mechanical University. Two reports of these workshops were developed:

1. Florida Agricultural and Mechanical University. "A Guide to the Education of Agricultural Migratory Children." Tallahassee: the University (Edwin F. Norwood, Director of Extension Services), 1956. (Mimeographed);

2. School of Education, Florida State University. "Working with Migrant Children in Our Schools." Tallahassee: the University (H. A. Curtis, Head of the Department of Educational Research and Testing), 1956. (Mimeographed).

Subsequent to this period of, more or less, intense activity, the Department gave spasmodic attention to the problem of providing state-level leadership in this field of education. While the committees previously referred to had recommended that a person be added to the Department of Education staff, who would devote at least half his time to working with counties having migrant children enrolled in school and who would be concerned with developing a program of local leadership in migrant education, it was not until the fall of 1965, as the result of a grant from the Office of Economic Opportunity, that the Department of Education was financially able to implement this recommendation.

With the funds made available by the Economic Opportunity Act, Title III-B, a Coordinator of Education for Migrant Children, a Consultant in Elementary Education for Migrant Children and secretarial personnel were employed. The staff began a program of visitation with county school personnel in counties enrolling migrant pupils and established liaison with a number of public and private agencies including the Division of Economic Opportunity, Office of the Governor; State Welfare Board; State Board of Health; Farm Labor Service; Florida Christian Migrant Ministry; and other agencies or groups in any way involved with migrant farm labor. After a series of discussions with county school personnel, the decision was made to prepare a project application for submission to the Office of Economic Opportunity providing for special educational related services for children of migrant and seasonally employed agricultural laborers. Ultimately, a $3,000,000 (plus) project was written and submitted to the Migrant Branch of the Office of Economic Opportunity in April 1966. Parenthetically, it might be noted that the Office of Economic Opportunity action on this project was subsequently suspended pending the outcome of a proposed amendment to Title I of PL 89-10, which, if enacted by Congress, would provide federal funds for supporting the kind of services which had been included in the project application to the Office of Economic Opportunity.

Soon after full-time migrant education services were established by the Department of Education, Florida was invited to become a part of an interstate migrant education project proposed by the State of California under Title V, Section 505, of PL 89-10. The Coordinator of Education for Migrant Children was appointed by State School Superintendent, Floyd T. Christian, as the state coordinator for the Title V activities.

Involved in this project entitled "The Development of State Leadership for Improving Educational Opportunities of Farm Migrant Children" are the states of California (host state), Arizona, Oregon, Washington, Florida and Delaware. The stated project objectives are:

"A. An information system will be developed for use by the participating states for identifying the educational needs of migrant children and for keeping track of their movement. This will involve the development of more effective methods and techniques for the transmittal of records and reports for improving educational programs and projection of migrant trends.

B. Each representative state educational agency will develop plans and procedures for coordinating the various programs and services on migrant education. This may involve the establishment of inter-agency coordinating committees. It will also include information sharing activity and avoiding unnecessary program duplication. Each state will develop and furnish school systems with descriptive resource materials and guidelines. Regional conferences and workshops will be initiated on migrant problems. Efforts will be made to stimulate and assist selected school systems in the establishment of model educational programs for migrant children.

C. Plans for inservice development will be initiated to complement and supplement other related inservice teacher educational programs directed toward the problems of migrant children. This will include the development of materials and methods for the teaching guidance of migrant children. Efforts will also be made to assist school systems in developing inservice educational programs on migrant education and in orienting teachers of migrant children.

D. Interstate plans will be developed for coordinating educational programs and services to provide continuity of learning experiences of migrant children. This will involve such articulation activities as the transfer of records, exchange of curriculum resource materials, including the development of guidelines for program articulation.

E. It is expected that under the project a model will be developed for an expanded program of interstate attention to the special problems of providing better educational opportunities for children of migrant workers.

F. Program Workshops and Conferences - The exact nature of this item may vary somewhat from state to state but will have the uniform purpose of contributing to state education agency leadership in migrant education. The specific activities will include conferences to determine needs of local school systems for state education agencies' services in developing programs for farm migrant pupils; planning conferences to develop state education agency leadership programs; workshops for development of instructional materials for testing and tryout in programs for farm migrant pupils; and workshops for assisting local school systems to develop inservice programs on migrant education."

A steering committee composed of representatives of the chief state school officer in each of the six participating states will provide general direction for project activities. Coordinators in each state have the responsibility for implementing the project activities. (The Chinsegut Hill Workshop was conducted as a phase of Florida's participation in this special project.)

Assessment of Needs: A situation analysis indicated that of the variety of needs related to the education of migratory children, concentrated efforts in the following areas would probably be most productive in improving educational opportunities for farm migrant children:

1. Improving pupil record and transfer systems,
2. Providing training opportunities for professional and nonprofessional personnel,
3. Improving internal communication within the Department of Education,
4. Improving public and private interagency cooperation at the state level,
5. Improving interstate coordination and communication,
6. Improving adult educational opportunities for migrant workers,

7. Stimulating a variety of research activities related to the problems of the migrant agricultural worker and his family,
8. Improving and supporting special educational and related services to migratory children,
9. Developing specialized instructional materials,
10. Collecting and reporting information related to the education of migratory children.

Leadership Strategies: The following resources, methods, procedures and techniques will be employed as a part of a program designed to develop state leadership for improving educational opportunities for farm migrant children:

1. Data Processing of Pupil Information - As it seems apparent that the ultimate solution to the handling of pupil information for mobile pupils requires the utilization of electronic data processing procedures, the State Department of Education has prepared and submitted, in rough draft form, to the Research Development Branch of the U. S. Office of Education, a project proposal for a demonstration project entitled "Pupil Accounting System for Migrant Education" (PASME). While this particular proposal was instigated by the Florida State Department of Education some months prior to the development of this Title V project, it is apparent that this activity is related to the Title V objective of developing an information system for use by the participating states. The PASME proposal provides that the"Florida System for Processing Educational Data Electronically" (SPEDE) be used as a basis for the development of a data processing system for handling the records and transfer information for migrant pupils. This SPEDE system has been under development since 1957 as a part of a demonstration project of the Guidance and Systems sections of the State Department of Education. SPEDE is the initial phase of what is planned to be a total pupil information system, kindergarten through graduate school, for Florida. The primary aim is to develop a uniform, standard system that can be implemented on a county level and be compatible with all other county systems, as well as with the state system.

All systems are designed to organize and communicate information about students by means of standardized coding procedures which can be processed by electronic computers and other electronic devices.

The PASME project is designed to be at least a three-year activity which will involve school systems within the state of Florida and selected school districts in several participating states along the the east coast. Presently, the states of New York, New Jersey, Virginia and Delaware have indicated that they will participate in this demonstration project. From this system, four basic reports will be made available to participating schools: (1) comprehensive student report, (2) student cumulative record, (3) student withdrawal report (transfer), and (4) probable enrollment report. The first three of these reports are now available and are being adapted for use at the elementary level. Minor revisions would be made to make these reports more useful for handling the data on migratory pupils. A fourth report (probable enrollment report) will be developed during the project. It will serve to alert receiving schools of the probable enrollment of migratory pupils, thereby providing administrators accurate and timely information with which to plan programs.

2. Training, Research and Demonstration Center - As a device for forming and coordinating a variety of activities, particularly those related to training and research, the Florida State Department of Education, in cooperation with the Board of Regents, Office for Continuing Education, plans to establish at a state university (probably Florida Atlantic University in Boca Raton, Florida) a Training, Research and Demonstration Center. As now conceived, this center will not only provide a vehicle for training and research in the state of Florida, but when mutually agreeable, serve other states involved in the east coast migratory stream. The initial planning stage of the center will be supported from funds made available under the provisions of Title I of the Higher Education Act. As the need arises, additional funds will be sought from various state and

federal sources for the support of projects or activities coordinated by the center.

In the development of this center, an attempt will be made to avoid the traditional academic approach to the problems of the migrant farm worker and his family. Based upon an interdisciplinary approach, resources from the total higher education system in Florida, including private educational institutions and other agencies such as the Christian ministries, will be utilized by the center in carrying out its responsibilities.

One phase of this training center concept will be implemented with the beginning of a training program for the preparation of noninstructional aides for county school systems. This aide training program will be conducted by the University of South Florida, Office for Continuing Education, in cooperation with the State Department of Education. Enrollees will be migrants or seasonally employed agricultural workers who have been, expect to be, or are preparing for employment as noninstructional aides by county school boards.

This six-weeks program on the Bay Campus in St. Petersburg, commencing September 18, 1966, will be funded as a special project by the Office of Economic Opportunity. Enrollees will receive training for school-home liaison aide, noninstructional teacher aide, clerical assistant, and dining room aide. They will receive stipends and other allowances while in training.

Another training phase, of course, consisted of this workshop conducted by the State Department of Education in cooperation with the Office for Continuing Education of the University of South Florida.

Two planning meetings were held, one in West Palm Beach and another in Orlando, where workshop plans were discussed. Superintendents, supervisors, principals, and teachers represented public school systems. Community Action groups (EOA) and private schools were also represented. Within the State Department of Education, specialists in finance, school lunch, guidance and counseling, early childhood education, adult basic education, library services, and vocational education participated in planning the workshop. Several of these specialists also served as consultants during the workshop. For example, the Consultant in Adult Basic Education prepared some tape recorded interviews with migrants which he used during his session with the workshoppers; the Consultant for Early Childhood Education was the principal resource person for a workshop session, and the Consultant in Guidance and Counseling met with the total workshop group and again with small committees to develop ideas for improving pupil personnel services and pupil record systems for migratory pupils.

The center will also eventually coordinate research activities related to migrant education, provide state clearing house for information, supply publications to the Educational Research Information Center which is responsible for information on migrant education, sponsor or coordinate demonstation activities, develop specialized curriculum materials and assist colleges develop appropriate pre-service and in-service training programs.

3. Department Meetings and Publications - Communications within the Division of Curriculum and Instruction are being strengthened by presentations by the Education for Migrant Children staff at Division staff meetings. For example, a portion of one staff meeting was devoted to:

(1) A discussion of plans for improving educational services to migrant children through the use of federal programs,

(2) Presentations by specialists as to the contribution their special area (math, social studies, language arts, etc.) could make to the program, and

(3) Explanations by specialists from other sections or divisions (school lunch, adult education, home economics, etc.) of programs related to overall improvement of services for migrant children.

Written communication utilized includes:

(1) "MONDAY REPORT" - a single page of timely items of information about department activities which is distributed to all staff members each Monday,

(2) "SUPERVISORS SUMMARY" - a periodic publication which provides more detailed descriptions of activities, not only to department personnel, but to supervisory and administrative people throughout the state,

(3) MEMORANDA

(4) CONFERENCES - with department staff members to coordinate activities related to migrant education.

4. Interstate Programs - The Title V special project now provides an immediate mechanism for developing better interstate coordination of programs for migratory children. As other programs develop under the proposed amendment to Title I (ESEA), formal and informal arrangements will be made to effect this interstate coordination. Ultimately, there may evolve interstate compacts utilizing periodic face-to-face meetings, telephone contacts, and radio and television conferences to improve communication.

FLORIDA PROGRAM FOR THE EDUCATION OF MIGRANTS AND THEIR CHILDREN

There is a need for an organized, unified, coordinated effort to make adequate provisions for the education of migrant children and their parents. Purposes of the program are:

1. To develop a frame of reference for all educational activities for migrant children and their parents.
2. To strengthen the staff of the State Department of Education by:
    - Deepening their understanding of the problems and proclivities of migrants and the difficulties local school people encounter in making adequate education available to them;
    - Identifying ways and means of combining all resources, skills, and talents of the professional staff in mutually supportive roles or joint cooperative undertakings;
    - Disseminating information regarding innovations and developments in state departments of education;
    - Involving colleagues in action research activities designed to enable them to improve leadership and services;
    - Fostering relationships among agencies, institutions, organizations that serve migrants, farmers, and migrants themselves, which are conducive to cooperative local, state, and interstate efforts;
    - Cooperating with local schools and school systems in planning, initiating, implementing, and evaluating an electronic data processing system for transmittal of records and obtaining information regarding migrant children.
3. To provide for schools and school systems (involved in the program) opportunities to become participants in:
    - Varied and coordinated intrastate and interstate in-service education activities devised to meet the needs of participating professional and auxiliary personnel;
    - Interstate activities designed to coordinate, reinforce, and support the education of migrant children and their parents as they move through the migrant stream;
    - Programs and services made available through federal legislation;
    - Well planned studies to identify and understand conditions from which migrancy arises and is sustained, in addition to studies of the migrant culture;

- Planning, implementing, and evaluating curriculum modifications and innovations in the light of migrant needs;

- Creating, adapting, utilizing, and sharing instructional materials which reflect the realities of the experiencial background of migrants;

- Developing a variety of teaching strategies which enable the migrant learner to use his learning styles, as well as acquire the learning skills generally encouraged by teachers;

- Developing enriching experiences which broaden and deepen the migrants' perceptions of life;

- The formulation, implementation, and evaluation of programs especially designed for migrant children under six;

- Bringing about new approaches to involvement of migrant parents in activities which influence them to understand and value their children's school experiences and to provide the family and homelife experiences which are prerequisite to success at school;

- The development of valid and reliable instruments and procedures for determining readiness, achievement, and progress of migrant learners;

- Determining the status of each child's language development and providing for him those experiences which culminate in (1) more effective listening and speaking and (2) skill in moving from any one of the four levels of usage to the other three, in combination with the ability to discern when it is appropriate to use each;

- Developing new techniques for determining each child's progress in acquiring reading skills and providing for him developmental experiences and the needed corrective activities which are appropriate for a migrant child's mode of living and learning;

- Evolving long term plans for guiding the children's development of wholesome attitudes toward work and in acquiring occupational or vocational skills;

- Designing specific approaches to help the migrant child to develop positive attitudes toward himself, others, and school learning; behavior patterns which evince:

  a. The ability to work for long range goals
  b. Respect for hard, productive work
  c. An awareness of his responsibility for his progress or success
  d. Other basic values

- Initiation of innovative adult and vocation or occupation classes which are carefully designed, implemented, and evaluated with especial reference to characteristics, interests, and needs of participants;

- The creation of innovative administration structures, policies, and practices which stimulate, expedite, coordinate, and give strong support to ingenious programs and/or versatile empathic teachers;

- The utilization of special personnel and auxiliary services and devising new procedures to get children to attend school, and to provide for their organic needs;

- The evolvement of new approaches to the involvement of representatives of local agencies, organizations, committees, in addition to indigenous migrants and citizens, in the decision making necessary, as programs are planned, implemented, and evaluated;

- Developing provisions for migrant children to gain attitudes and basic understandings essential to habitually safe, sanitary, and healthful living. It is particularly important to include sex education for nine to twelve year olds, as well as for teenagers.

4. To provide leadership and services which stimulate, expedite, and coordinate efforts of school systems and schools to improve education for migrants and their children.

WHAT SHOULD BE OUR GUIDING PRINCIPLES AS WE DEVELOP A FLORIDA PROGRAM OF MIGRANT EDUCATION?

1. An adequate program of education is based on the needs and characteristics of the children to be served.

2. Ultimately, the specific details of the program can best be planned at the level of and by the people who will implement the plan.

3. A state plan should:

    a. Be comprehensive and flexible in order for counties, schools and teachers to develop their plans in the light of local needs, resources, ways of work and other relevent factors.

    b. Facilitate, coordinate, assist and stimulate local initiative and efforts throughout the state.

    c. Reflect the provisions and meet the requirements of applicable federal legislation.

    d. Provide for interstate cooperation.

    e. Focus upon the needs of children and adults for educational experiences and services which go beyond those regularly provided through present local and state programs.

    f. Make available in-service training as needed for the implementation of the educational program.

    g. Indicate the organization, ways of work, resources, and evaluation procedures to be utilized. (This includes spelling out roles and responsibilities of:)

        State Department of Education Staff
        County Staff
        Principals
        Teachers
        Others

    h. Make available immediate benefits for children or parents.

    i. Involve other governmental and non-government agencies.

    j. Provide for systematic phasing of program elements.

    k. Include provisions for basic and action research.

    l. Be consistent with Florida school laws and state board regulations.

    m. Include procedures for revising, amending and up-dating the plan in the light of future developments.

WHAT DOES THE STATE PROGRAM INCLUDE?

As presently conceived, the State program includes three major categories of ingredients. The first of these has been given the name - emphases because these concerns undergird any effort to improve education for all migrants. These items refer to interpersonal relations, and they are almost inseparable, in that changes in one lead to changes in the others. They are:

EMPHASES

1. Increasing school personnel's understanding of and favorable attitudes toward migrants;
2. Helping children develop functional self concepts;
3. Involving parents in the education of their children.

A second category includes those approaches which focus the children's growth through a series of planned experiences. The records of compensatory education indicate that each of these may exist as a separate entity or in any combination.

ELEMENTS

They are for example:

1. School for children under six;
2. Special services such as guidance, health, home-school liaison;
3. Special help with basic learning skills;
4. Cultural enrichment;
5. Others as planners deem desirable.

A third category refers to those things which facilitiate the program.

PROCESS

They are aspects of the operational emphases or elements. Process type items refer to such things as:

1. Planning, implementing and evaulating;
2. Administrating the program such as scheduling, arranging for participation of indigenous leadership, etc.;
3. In-service training to enable teachers to be skillful in carrying out procedures and techniques vital to emphases or elements of the program;
4. Others.

In this scheme of things, program emphases may be realized if adequate provisions are made and processed. Elements automatically include emphases and process.

A county or school may choose to work on the category interpersonal relations and then concentrate on the appropriate items under process in order to implement such a program. On the other hand, they may also select one or more elements such as education for children under six. Then, a process or plans should be developed for improving interpersonal relations through education for children under six.

Recorder's Report

ADULT EDUCATION

By Mr. Arthur Collier

The ripening of crops is the clock and calendar of most migrants, as their daily and weekly activities must be arranged to free them to go to the fields whenever there is harvesting to be done. Sunday often is a part of the work week, and the work day usually begins at 7 a.m. and ends at dusk.

When, then, shall the adult education classes be scheduled? What part of the year, week, or day will they devote to improving themselves through formal education? If they find the time to attend, what kinds of experiences will be beneficial and of such compelling interest that they will return, no matter how tired they are, or in spite of the drawing power of other things? What specific goals should adults seek to attain? Who will teach the classes? Where will they be held? How will adult students be recruited? What materials will they use?

These challenges led to a thoughtful discussion from which the following conclusions emerged:

1. A successful adult education program for migrants must be different from the regular program generally offered to non-migrants;
2. The students themselves should be involved in determining the goals of any educational program which they undertake;
3. It should be evident to the students that the experiences included in the course are directly related to their goals and interests;
4. The students should participate in making decisions regarding time and place of the class;
5. Teachers must be able to put themselves in the place of the migrants and must respect them and their work;
6. Audiovisual aids and a wide variety of teaching procedures are necessary for every class meeting;
7. A significant characteristic of each session is that the participants feel that they have accomplished something important to them.

There is an illustration found on the fly sheet of Chapman and Counts', "Principles of Education" - 1924, with the teacher greeting his pupils, asking, "What would you learn of me?" And the reply came:

> "How shall we care for our bodies?"
> "How shall we rear our children?"
> "How shall we work together?"
> "How shall we live with our fellow men?"
> "How shall we play?"
> "For what end shall we live?"

And the master teacher pondered these words and sorrow was in his heart, for his learning touched not these things!

There is much evidence that in the present mobile, plastic, social situation the agricultural and seasonal migrants are taxing present-day educators with such responses, by verbal or nonverbal means.

Persons interested in developing educational experiences for adult migrants will find it beneficial to secure the assistance of:

Mr. Arthur Collier
Consultant in Adult Education
State Department of Education
Tallahassee, Florida 32304

MODELS OF INTERSTATE COOPERATION - WHAT? WHY? HOW?

By Dr. Elizabeth Sutton

An innovation in education today is interstate cooperation at the level of state departments of education. In migrant education there were, at last count, seven states involved in 10 or 11 different projects. Our reference here is to Title V and the Division of State Agency Cooperation. Rather than discuss models, let's look at some questions that might be explored in connection with interstate cooperation or coordination.

> What kind of unique challenges and needs does the migrant child have which result primarily from his mobile pattern of life?

School personnel and lay people need to deepen their understandings of migratory children and adults. Little is known of the exact nature of their life patterns, emotional status, family culture, thought processes and learnings from their social and economic environment, or the variation in all of these which occurs within and between ethnic groups. Stereotyped behaviors and values which are associated with the term "migrant" need to be replaced with factual information about their characteristics and the unique and distinctive needs, which primarily are the results of their life patterns and the subculture from which they come.

> What is the theoretical framework for teaching these children, under which local autonomy of school systems might be preserved, even as all systems work together to improve the quality of education for migrant children?

School people need an over-arching set of principles to guide their efforts to provide adequate educational experiences. Research, observation, and experience yield findings regarding child growth and development, the process of learning, curriculum, instructional patterns, and learning materials that might well be fused into a basic theoretical framework under which different schools operate.

Application of significant new information from learning theory will enable teachers to become more effective. Positive approaches to motivation, perceptions of community life and surroundings, self-image, and adjustment to different school situations may be developed.

In connection with curriculum, school people have long recognized a need to:

1. Make peculiar modifications to improve living now by providing:
    a. Bridging experiences which help the child relate his experiences and life patterns to school learnings;
    b. Meaningful, enriching experiences which give direction and depth to learning;
2. Establish priorities which might include interpersonal relations, communication skills, basic mathematical concepts, prevocational training. Interruptions due to frequent moves from place to place and poor attendance may necessitate reorganization of subject matter.

Patterns of school organization and instructional strategies may be altered to "open doors" to learning for these children. Instruction, curriculum, and administrative practices are interrelated facets of a school program. It is entirely possible that innovative administrative procedures may be necessary to facilitate the implementation of creative approaches to curriculum and teaching. Learning materials which capitalized upon the learning skills migrants have acquired and that which is reality for them; the new knowledge, new technology, and new methods of teaching, can be developed and field tested to the end that migrant learners have access to instructional aids adequate for them.

> What are the significant elements in in-service training for teachers, principals, supervisors, State Department of Education and United States Office of Education people, and all staff personnel working with migrants and their children?

This basic concern is directly related to and is an indispensable part of obtaining any significant improvement in educational opportunities. It encompasses a wide range of learning experiences especially designed to help individuals make changes which enhance them personally and professionally. Perhaps, from case studies of all the various in-service activities, it can be determined what kind of experience might be most productive. This will require reports regarding what was done, what results were attained, what changes are recommended. An exchange program seems to have merit. Under this program, a teacher from one state might work for a given period of time in another state's migrant schools or State Department of Education personnel might work between states. Traveling with the migrants during their out-of-state trips might increase understandings and focus the teacher's perceptions of migrant proclivities and problems.

Other in-service experiences should be designed to make available to school personnel opportunities to:

1. Develop the basic concepts and understandings of factors inherent in migrancy. Such will include an understanding of the:
    a. Agricultural economy of our nation;
    b. Cultural patterns from which these families have come;
    c. Life pattern of migrant children;
    d. Contributions migrant workers make to the economy of community and nation;
    e. Effective methods of utilizing the appropriate services available from local, state, and national governmental and voluntary agencies.
2. Create instructional materials geared to experiences and interests of migrant children;
3. Study of the Spanish language and culture, and develop functional English-Spanish vocabularies;
4. Have actual experience in making home visits to migrants with emphasis upon establishing rapport with families;

5. Study of ways of utilizing the unique experiences and interests of migrant children in teaching them;

6. Consider plans and adjustments in school curriculum and organization in order to provide practical prevocational training or occupational skills for migrant children at the elementary level -- grades 4 - 6;

7. Develop methods and materials to insure the identification of the attainment levels of migrant children accurately and quickly.

> Is there a possibility of extending educational opportunities to children as they travel? What kind? How? By whom?

Is it possible to "open up" ways through which the travel of these children can become a real learning experience? Home base schools and schools along the travel route might cooperatively develop projects which the home base teachers initiate and the receiving teachers recognize, reinforce, and continue. This would give status and security to the child as he enters the receiving school, thereby exerting a positive influence upon his self-image.

Scrapbooks, outline maps, postage paid self-addressed "mail back" cards, detailed work outlines, guides for interviewing people, records of the travel pattern, and diaries may be useful. Older children in the same crew or parents may be involved to assist younger children. Will this work done by the children have a bearing upon the instructional materials which teachers make?

> In addition to present programs, will it be beneficial to arrange for professional guidance and teaching personnel who travel with migrants?

Perhaps values might result from utilizing nonprofessional personnel to serve as liaison persons in camps to help migrants contact organizations that render services to migrants in the community in which migrants live temporarily. Should such personnel travel with the crews or should they be persons who live in the area? The use of mobile learning units, which travel with large crews and are well equipped with all types of printed materials (including library books) and audiovisual materials, might be explored. What services can best be rendered in this fashion?

What research is needed?

There is a need for research to establish "what is". This type of research includes conducting surveys, community studies, and motivation research in order to come out with a description of present conditions. For example, two or more states may formulate a plan for recording and analyzing children's language patterns.

Secondly, there is need for carefully designed experimental research which gets at "what will be". Studies of this type might involve several states doing the same pieces of research.

Some suggested projects are:

1. Attempting careful, comparative studies of different patterns of school organization, such as studies to determine:
    a. Differences in the kinds and extent of learnings that come when migrant children are integrated in regular classrooms and when taught in segregated situations;
    b. The number of Spanish-speaking children who can be taught effectively in integrated classrooms for the best learning of all children - both English-speaking and non-English-speaking.
2. Conducting studies designed to develop and test the use of testing-teaching materials for migrant children, including Spanish-speaking children;
3. Conducting studies designed to identify the basic minimum competencies which migrant children need;
    - Develop and test feasible methods for determining administratively where a given migrant child is able to perform;
    - Write, and properly utilize a basic curriculum or series of unit texts which will insure the development of these basic essential competencies.
4. Analyzing and synthesizing programs and materials for the teaching of migrant children, interpreting them so as to be of practical use to classroom teachers and administrators.

What are the present and evolving patterns of migrancy?

Without placing derogatory labels on children, and in order to implement new programs, ways must be developed to find out how many children are migrating, where they go, and how long they stay. It would also be helpful for teachers to know such things as the work experiences these children have had and the nature and extent of their family responsibilities.

> How can the records and information about children and their school progress be quickly transferred from school to school in order for teachers to maintain continuity and balance in the children's school experiences?

It is well to keep in mind that research and observation indicate that standardized test results do not give the kind of data most helpful to teachers. It is necessary for them to have facts regarding the pupils' interests, instructional level in reading, special abilities, and specific needs.

> What types of educational experiences are most productive for adult migrants? Is it possible to develop careful research to establish the worth of the "family" school?

There seems to be much promise in arrangements which make it convenient for family units to learn and apply sound principles of money management, health, sanitation and safety, housekeeping and the like. The experiences discussed in connection with "learning as they travel" might be very beneficial for adults also.

More effective programs could be designed for adults if school people had reliable and extensive information regarding:

- Community reaction to persons who leave the migrant stream to establish themselves in a community;
- The types of jobs open to them, as well as the job expectancies held by their prospective employers;
- The additional skills adults need as some phases of their jobs are mechanized.

Thirdly, there is a need for well-planned action research to determine "how can". This problem solving approach is most productive for individuals or faculties because it leads to immediate results or a solution of the problem studied. Example: the improvement of interpersonal relationships by use of the role playing technique.

Cooperation between state departments of education is essential, as the migrants may live in several states during a 12 month period. While individual teacher efforts constitute the point at which migratory children and adults benefit, it must be remembered that in order for such efforts to become widespread enough to have a measurable impact upon problems, such as these which are national in scope, there must be a network of state education agencies which expedites the teachers' work. Therefore, it is vital for these agencies to strengthen and augment their leadership and services as individual agencies, even as they seek to create effective ways to act as a group to bring about adequate educational programs for migrants and their children.

Recorder's Report

THREADS: GLEANINGS FROM PARTICIPANTS' INTERACTION

By Dr. Elizabeth Sutton

This workshop, in the process of making decisions regarding recommendations for the Florida Migrant Education Program, has considered such things as:

- Needs and characteristics of migratory children and adults;
- Educational goals;
- Curriculum;
- Interstate cooperation;
- Research;
- Criteria, instruments, and procedures for evaluation;
- Parental involvement;
- In-service training;
- Instructional materials;
- Records and transferral of records;
- Adult education;
- Education for children under six;

You have said, and rightfully so, that the basic principles operative in each category are the same for all learners, migrant or non-migrant.

At the same time, it has been pointed out that all of these must be peculiarly modified in the light of:

- The migrant culture;
- Its impact upon both the children's perceptions of what is important for them to learn and their way of thinking;
- The learning process;
- Interpersonal relationships.

Many school people here in Florida have, through patient, creative efforts, established the wisdom of this approach to the complex problems which must be solved if migrants are to attain their educational goals.

It has been evident that you have reached consensus on certain principles which run through your discussion like reoccurring threads. These threads focus upon the human element and establish the close relationship between the human element and the aspects of your program. The following are action statements of the threads:

1. Accept these people as persons of dignity, worth, and potential for growing and becoming responsible democratic citizens;
2. Put yourselves in a position of obligation to these children and their parents. School personnel have the ethical responsibility to provide meaningful school experiences for all;
3. Remember that each school situation and each group of children represent different children, but significantly, the differences are in degree, not in kind;
4. Help these children enhance their self-esteem and acquire more favorable self concepts. This is a process of living and acceptance of each child's life, his values, his goals, and his life pattern;

   The motivation to learn is released when human relations needs are being met and when what is practiced and learned at school is perceived by the student to have a practical useful value for him in his family and community now -- not tomorrow, but now;
5. Begin with parents on problems of concern to them and their children;
6. Give children new, enriching, meaningful, different experiences so that their horizons will be extended. Help them to know something about their school, the community and the world in which they live;
7. Start with learning activities that relate to their patterns of life. We learn more from our experiences and things that are meaningful in our lives. Write stories about the life patterns of these children, which give dignity and value to traveling and to the harvesting of crops. This is an important vocation.

PRESCHOOL EDUCATION

Miss Minnie Lee Rowland

In his recent book Stability and Change in Human Characteristics, Benjamin Bloom observes: "The best evidence now available indicates that approximately 50% of intellectual development is set by age four, 80% by age eight, and 20% after age eight."

Intellectual stimulation early in life takes on heightened significance when viewed from the vantage point expressed in the foregoing quotation. All children need opportunities to develop:

- Positive concepts of self;
- Muscular coordination;
- The oral language and speech patterns of general usage;
- Concepts basic to understanding relationships, (such as cause and effect; size, shape, color and time);
- Ability to think and reason logically;
- Openness to experience;
- An interest in learning and a desire to learn;
- Ability to get along with other children and adults.

In general, the working migrant mothers are: (1) frequently away from home at least 12 hours per day, (2) engaged in arduous work which depletes their energy, (3) and are living in surroundings that require strenuous efforts to cope with the organic needs of their families. In view of these factors, their children are greatly in need of well-planned and skillfully implemented learning experiences.

Experiences should be made available through preschool and kindergarten programs, which provide a wide variety of educational experiences through which each child grows in:

- Self-confidence, self-reliance, and self-discipline;
- Speaking and listening abilities;
- Mental powers;
- The ability to work and play with peers and adults;
- Perceptions and understanding of the world in which he lives and of the wider community;
- Concepts of size, color, shape, and time;
- Creativeness and curiosity;
- Physical fitness, manipulative dexterity, and habits and attitudes essential to safe and healthful living.

Such programs may be organized within day care centers or as cooperative nursery schools or kindergartens. When planning preschool programs, it is essential to:

1. Obtain and meet the standards prepared by the State Department of Education, the State Board of Welfare, or the State Board of Health for nursery schools, day care centers, and kindergartens;
2. Obtain consultative services to assist in: (a) developing guide lines for the program, (b) planning program content and organization of the day, (c) selecting instructional materials and equipment, and (d) developing evaluation procedures;
3. Secure teachers qualified to work with preschool children and assistants to help the teachers;
4. Involve the community in appropriate ways;
5. Engage parents in activities meaningful to them and helpful to the program;
6. Provide inservice experiences for teachers and nonprofessional personnel;
7. Make use of all available community resources; for example, the health services available to migrants include immunizations and other services needed in these programs.

In the vernacular of migrants, any "school" for children under six is often designated "kindergarten". Florida school law permits children to enter public (supported from state and/or county funds):

nursery school at three years, nine months;
kindergarten classes at four years, nine months;
first grade at five years, nine months;

Therefore, it may be necessary to clarify for migrant parents the specific group served by each type of school.

Kindergarten is usually a one year program which immediately precedes entrance to first grade. Children are usually in attendance three to six hours per day, five days per week.

Although state supported kindergartens are at this time available on a very limited basis, persons who anticipate initiating programs for children in this age group (four years, nine months to five years, nine months) will find it advantageous to follow the guidelines for state supported kindergartens. Please contact Miss Minnie Lee Rowland, Consultant, State Department of Education, Tallahassee, Florida.

Considerable variation in program and organizational pattern may be found among cooperative nursery schools; however, in general, organized learning experiences are offered for children below kindergarten age for at least two hours per session. It may be well to explore the possibility of developing reciprocal arrangements between nursery schools and day care centers (when the center does not provide an educational program).

Day care centers are commonly designed to care for children under six from 7 a.m. to 6 p.m. However, many migrant mothers leave home at 5 a.m. or earlier and return as late as 8 or 9 p.m. If day care is to substitute for the absent mothers and provide suitable learning experiences, ways must be found to:

- Develop appropriate educational programs for children under six and secure trained personnel to carry out the program;
- Open seven days per week and increase the length of the day, in order for mothers to leave the children in the center during the entire period of their absence from home;
- Provide recreational activities for older children who arrive after school.

Since some organized learning experiences appear better than none, the cooperative nursery school has much promise, especially if the child enters kindergarten at four years, nine months.

Financial support for preschool programs may be obtained by:

1. Qualifying for a state kindergarten program;
2. Securing funds made available through federal legislation, such as the Economic Opportunity Act, Public Law 89-10, Migrant Health Act, etc.;
3. Obtaining support from local agencies - United Fund, etc.;
4. A combination of any or all of the above.

Recorder's Report

FLORIDA SYSTEM FOR PROCESSING EDUCATIONAL DATA ELECTRONICALLY AND INFORMATION AND DATA ABOUT MIGRANTS AND THEIR CHILDREN

By Dr. Eugene W. Schoch

The System for Processing Educational Data Electronically, or SPEDE, grew out of a pilot program, "The Florida Plan for Guidance and Admissions", and was an outgrowth of a study conducted jointly by the Ford Foundation and the Educational Testing Service. It is an initial phase of what is planned to be a total pupil information system from kindergarten through graduate school for Florida. The primary aim is to develop a uniform standard system, implemented at the county level and compatible with other county systems and the state system.

SPEDE is based upon the Florida cumulative file, contains much of this information, plus information recommended by the Florida State Department of Education Pupil Data Committee. Information is organized and is communicated by means of standardized coding procedures and processed by electronic computers and other devices. Participating schools now receive a comprehensive student report or a transcript and a Florida Student Cumulative Summary. In the future, other reports will be available.

As pointed out in the SPEDE manual, some advantages of this system are:

1. Multiple copies, which prove useful when students transfer to another school, or when duplicate copies of student records are needed in several offices, such as the registrar's office, the counselor's office, or the dean's office;
2. Easy readability of records;
3. Complete data on records;
4. Machine-produced computations, such as rank in class, percentile scores, relationships to local norms, etc.;

5. Objectivity of records, to reduce disadvantageous efforts of subjective judgments, or to reduce halo effects; and

6. Reduced volume of clerical work at any one period of time.

As the result of total group and committee discussion following a slide and tape presentation of the SPEDE system, the following special points emerged as suggestions for adapting SPEDE to better serve migratory pupils:

1. Need for more comprehensive health records for migrants;
2. Days attended as well as days absent should be shown;
3. A code is needed to identify the migratory child;
4. Some indications of the degree of language usage is needed;
5. More information about work experience is needed;
6. Need for some indication of when a child stops being migratory and when he returns to the stream (if he does);
7. With reference to student data sheet:
    a. Show social security number
    b. Need school name and grade
    c. Code date entered and withdrawn
    d. Show days attended
    e. Show days in membership
8. With reference to withdrawal form (112):
    a. Need date of withdrawal - month, day, year;
    b. Need reference to kindergarten;
    c. Word "dropout" not good;
    d. Remove "dislike of social experience" and add "emotional difficulty".
9. With reference to curriculum form (104):
    a. Need such as "special education", "ungraded";
    b. Need more spaces for elementary school courses.
10. Show instructional level in reading;
11. Show achievement level in basic skills;
12. Show special projects or activities in which child has been involved;

13. Need father's and mother's names, ages, educational levels, occupational status;
14. Show travel patterns;
15. Show siblings and their ages, sex.

Excerpts from Speech

HOW TO INCLUDE SYSTEMATIC INVESTIGATION AND EXPERIMENTATION

By Dr. Hazen A. Curtis

The importance of projects, begun or proposed, lies in the fact that they are efforts toward getting started on something that seems most profitable. In these are commitments to:

1. Evaluate accomplishments to know what holds true and reflect upon mistakes and, possibly of equal importance, know what to avoid in the future;

2. An experimental project or a kind of project that should serve as a model or guide to others in the nation who are working on the same kind of project or concerns.

Things to which attention should be turned are:

1. The problem of building into the project proposal as much quality research as possible:

   - In order to gain a basis for the evaluation to which there is, or will be, a commitment;

   - The experience of this type which will be gained can serve as a basis for continuing efforts;

   - Means that public school personnel in their work and State Department of Education people in their responsibilities will need expert help and additional research competencies.

2. Research should be thought of in terms of ways of defining the work or of defining the precise thing to be done. This should be done so that it will be possible to collect information on important points so that dependable information regarding the degree to which objectives have been accomplished can be obtained.

Leadership responsibilities, in connection with helping to formulate a research and evaluation proposal, are to:

1. Work with the people involved in individual counties so that they can define in their own minds complete answers to these questions:

   a. What it the problem?

   b. What treatment stands the best chance of solving or reducing the problem?

c. Why is this being done?

d. In what activities will each teacher engage?

    d-1. What is the teacher's role in these activities?
    d-2. Why is it being done in this particular way?

2. Secure continuing services of a person competent in research design at the planning stage, to assist with each phase of the problem solving;

3. Plan and work with persons from other counties in order to develop a total pattern in which the centers are engaged in mutually supportive efforts that altogether make a sound design:

    a. Help each center to tackle a problem of concern to its teachers because this center has the necessary resources which enables it to solve this problem better than any other center might do it;

    b. Subdivide the problem into manageable parts so that one center can take responsibility for work in one area, while another center takes some other facet of the problem;

    c. Plan for dissemination of results through planned intervisitations, written reports, sharing materials and the like;

    d. Make use of complex designs and the computer for statistics, but write your final report in language which everyone understands.

Recorder's Report

SELF CONCEPTS AND SCHOOL ACHIEVEMENT

By Dr. Arthur W. Combs

Intelligence can be created. The most outstanding thing about human beings is their possibilities. There is almost no limit on our thinking, and nobody comes anywhere near what he may become. Therefore, no child is absolutely limited by his background, nor is he without hope of learning.

A person's intelligence may become greater when he has:

1. A high level of "wellness", which is a consequence of physical fitness, health, and adequate nutrition;
2. Opportunities to learn;
3. Teachers and positive experiences which help him see himself as wanted, able, dignified, liked, acceptable and worthy.

Self concept is the most important single thing in determining how people behave. When a child feels strong within himself, he is more likely to learn effectively.

Conceptions of self are deep, personal meanings, beliefs, values, attitudes and feelings about one's self. How a person sees himself and how he sees the world in which he lives, taken together, form the self concept. It is a consequence of the ways in which children are treated by those who surround them in their process of growing up. The little everyday things teach him little by little, bit by bit, whether or not he is an adequate person. It is not easy and it takes a long time to develop a self concept, and it takes a long time to change one.

A person's behavior is, in general, greatly influenced by what he believes about himself or how things seem to him at the time. If he believes that he can, he practices, and if he practices, he is successful. If he is successful, he believes that he can. Whatever enhances self-esteem favorably influences the individual, and that which derogates the self or causes the feeling that the self is less good or less valuable gets in the way of meaningful kinds of learning and is, therefore, stultifying and stupidifying for the individual. Everyone is a victim of this circular effect of self-perceptions.

Educators too, are limited by their beliefs, convictions, understandings, and ways of seeing things. As they move into new programs, such as migrant education, they will want to be certain that they have:

- Set aside their prejudices and feelings of superiority;
- Developed understandings of people who live in different worlds;
- Admitted the fallaciousness of "how I see it is the way it is" and that they are open to other ideas and ways of doing things;
- Changed their allegiance from conformity to creativity - use ingenuity in all phases of their work with children.

Then they may work to diffuse throughout the school program a concern for the self and the effect school experiences have upon it. Under these conditions everything about the school will convey to the child that the school is a place where people are more important than things. Teachers who are helped to design experiences which have a positive impact on children, become proficient in dealing with what subject matter means to children as they are "exposed" to it, rather than subject matter per se. This approach to teaching and learning helps children acquire positive feelings about self as they learn the subject matter. To do this, teachers need a sensitivity to and a concern for human values, attitudes, beliefs, convictions and unique ways of perceiving in order to understand how things seem to youngsters and to behave in a manner that deeply affects those ways of perceiving.

As schools seek to produce the kind of vital experience that noticeably changes children's self-perceptions in positive directions, ways must be found to provide:

1. Good teachers; here reference is made to teachers who:
    - Know what people are like;
    - Are aware of the importance of concern about self-concept and are willing to bring it into their work with youngsters;
    - Have command of the subject matter they are to teach;
    - Have a variety of methods that work for them;
    - Accept and understand themselves - who skillfully create a favorable classroom climate and who actively and positively encourage each pupil to develop functional concepts of self.
2. A classroom climate which is free of the restrictions imposed by:
    - That which threatens rather than challenges;
    - The requirements and "red tape";
    - Overemphasis upon the search for the "right" answers;
    - Preoccupation with facts rather than the discovery of the meaning of facts;
    - The substitution of artificial goals for real goals;
    - Whatever discourages the child's commitment to and his personal responsibility for his own learning.
3. Many opportunities for every child to discover personal meanings through those diversified learning experiences which:
    - Are suitable for and challenging to him because he gets information and skills by being deeply involved in a situation;
    - Enable him to begin learning with the things he is ready to learn and to move forward at a pace appropriate for him;
    - Involve him in setting goals and expectancies and in achieving them;
    - Bring him into interaction with the people and things about him; help him learn in different ways;
    - Focus realistic information about himself in a manner that helps him see himself clearly and accurately.

Although migratory children need to be in programs which are permeated by positive experiences, it is important to remember that any good experience which a child has is irreversible and no one can take it away. Every good experience strengthens - yet it may not be enough to make a difference. Still, it is important to the child that he have it.

MIGRANTS AND THEIR CHILDREN

By Mrs. Ruth Irvin

The evening discussion of July 19 centered around facts in the lives of agricultural migrants and their children - white, Spanish speaking, and Negro - that have implications for the people who work with them in the schools. These implications are also for people who are working on a state and national level to alleviate the problems that confront these people and their children.

The agricultural migrants have short-term goals because of the necessities in their lives. Their main interests center in getting a job and working from day to day. Earning money to pay for their food, their clothing, and their shelter are problems they face year-in and year-out on a short-term basis. They may have to travel on a small amount of money for long distances to get work. They live in their cars enroute, and after they arrive at their destinations, pinched and crowded quarters are almost certain to be their lot. The houses they live in are not built to allow increases in families. Children from infancy are exposed to the raw facts of life.

The children have a foreshortened childhood. They are pushed quickly into adult life. They are turned loose in many ways just beyond infancy. Wholesome childhood opportunities for play and recreation are limited. Day care and kindergarten centers for young children are generally not available. Only in a few areas where migrant families go, do they find such community centers available. Recreational and study time activities for older school age children are generally not available.

The plight of older children left on their own is distressing. Girls sometimes have babies when they are little more than children themselves. Often in their ignorance they do not realize what is happening to them. Men and boys in work crews frequently travel without their families. This situation leads to a laxity that is unwholesome.

Negro boys especially may be antagonistic toward a feminine world. They may never develop a good picture of what a man is. They may never know a strong stability or responsibility toward family life.

As children travel, they may have few opportunities to see and do the worthwhile things that will broaden their experience and increase their knowledge of the world. There is also much movement of families and groups within an area, which is a further deterrent to stability and further adds up to a lack of knowledge and appreciation of a community. The children are seldom able to gain an adequate self concept in relation to the world in which they live. On the other hand, it must be recognized that almost all the children have work experience in the fields and within their group, which begins when a child can somehow manage to do work at home, however inadequately, care for younger brothers and sisters, or go into the fields with adults and earn money.

There is a fallacy that teachers have to teach all children a certain body of knowledge, however foreign to their lives. Important is the teaching process that takes into consideration the way we help the child learn, starting where the child is, often using his experiences as a basis for instruction and helping him realize he is a person of dignity and worth.

There is nothing really wrong with migrants, but society has helped to make these people outcasts. Migrant parents love their children and are as interested in them as other more fortunate people are interested in their children. They like to see their children do well in school, see their children perform, see their children's work, and once they overcome their timidity and fear, like to talk to the teacher about their children. It is often very difficult to get parents to come to school to confer with the teachers. Home visitations are not mandatory, but some teachers always visit and get good results. During home visits, a teacher can build rapport with migrant families and gain insight and understanding into the lives of the children.

Formal parent-teacher groups have not been very successful in getting migrant parents to come to their meetings. The working hours of these people, their sheer exhaustion after work, and their feelings of being out of place keep them away from meetings, just as it is likely to keep them away from school.

A more direct approach without a formal superstructure gets better results with migrant families. A start on a small scale in the area where parents live gets better results. Women may have small group meetings in their homes. Key people in the area may be helpful. Parents may plan their own meetings and discuss the things they think are important. All these ways may be means whereby the problems of the children can be brought to the attention of the parents. There are tremendous implications for adult education among the migrants.

Implications

1. Day care centers and kindergartens are needed for young children while their parents work.
2. Supervised play, reading centers, and supervised study are needed for school children after school hours.
3. Schools need to give migrant children rich experiences within the area to increase their knowledge and appreciation of the community and state where they are presently living.
4. Schools in the states where migrant children go, might work out a cooperative plan for enriching their experiences.
5. Children need to gain adequate self concepts in relationship to the places they live, however temporary, or wherever they may be.
6. Migrant children often assume family responsibilities and have work experiences where they earn money along with other family members.

A curriculum needs to be developed around their real life experiences. They will learn more easily and gain stature in the eyes of their classmates.

7. Migrant children need sex education at an early age for their own protection.

8. Special projects need to be developed to help Negro boys learn a sense of responsibility, to diminish their antagonism toward the feminine world, and to help them gain a good picture of themselves as adults - stable and dependable in family life.

9. Migrant children need experiences in school that will teach them the wise use of money.

10. Establishing communication with migrant parents and helping them become aware of the problems in the lives of their children is of great importance.

11. Exploration of ways to get migrant people to meet in parent-teacher groups and work on the things that are important to migrants is needed.

12. There is a need to work out adult education opportunities with migrant people in such a way that they will take advantage of them.

IDENTIFYING MIGRANTS,
OBTAINING MORE INFORMATION ABOUT
THEIR NEEDS AND CHARACTERISTICS

By Mr. Ralph L. Sharp

I. Identification by definition

A migratory child is a child whose parents or guardian is a migratory agricultural laborer whose primary employment is in agriculture and who establishes for the purpose of such employment a temporary residence.

II. Obtaining more information about their needs and characteristics

The problem is to obtain sufficient, accurate information so that sound deductions about the behavior of the child can be determined.

The knowledge that is gathered about the child can be subdivided into three categories which are:

A. Knowledge about the child as a person
   1. Identification data
      a. Name
      b. Address, telephone
      c. Social security number
      d. Birthdate, age
      e. Sex
      f. Parent or guardian
      g. Parent's address, telephone
   2. Physical data
      a. Height
      b. Weight
      c. Vision
      d. Hearing
      e. Physical examination
         1. General
         2. Detailed
      f. Dental examination
      g. Vaccination record
      h. Energy level
      i. Motor development and coordination
      j. Health history of previous illnesses
      k. Nutrition of child
   3. Intellectual data
      a. I.Q.
      b. Reading readiness
      c. Special aptitudes
      d. Achievement
   4. Emotional data
      a. Attitude toward self-acceptance
      b. Attitude toward self-esteem
      c. Attitude toward self-guilt
      d. Fears
      e. Worries

    f. Problems of adjustment
    g. Symptomatic behavior
    h. Motives, goals, level of aspiration

B. Knowledge of the child's world
  1. In-school
    a. Attitude toward school
    b. Attitude toward learning
    c. Participation in activities
    d. Interest
  2. Out-of-school
    a. Family background
      1. Adults in the home
      2. Children in the home
        a. Employed
        b. In-school
        c. Pre-school
      3. Parental occupation
      4. Socioeconomic status
      5. Cultural status
        a. Attitude toward music
        b. Attitude toward education
        c. Attitude toward art
        d. Attitude toward leisure time
    b. General home life
    c. Religious influence
    d. Hobbies
    e. Interest
    f. Reading interest
    g. Activities
    h. Sports
    i. Leisure activities
    j. Social activities

C. Knowledge of child's relationship
  1. Family
    a. Parent attitude toward child
      1. Accepting
      2. Rejecting
      3. Overprotective
    b. Nature of discipline
    c. Child attitude toward parent
      1. Hostile
      2. Submissive
      3. Affectionate
      4. Indifferent
      5. Aggressive
    d. Child relationship with siblings
    e. Child attitude toward other adults
  2. Peer groups
    a. Status with classmates
    b. Status with agemates
    c. Friendship

        - d. Neighbor associates
        - e. Clubs
        - f. Team activities

III. Techniques to be used in obtaining more information about their needs and characteristics

Techniques in obtaining information concerning the migratory child may range from simple to complex. Some are restricted to a given area; others are useful in all areas.

The following list is not exhaustive, but it does cover the major categories desired in this area.

- A. Questionnaire
    - 1. Appraise personal
    - 2. Social adjustment
- B. Interviews
- C. Medical report
    - 1. Vision
    - 2. Hearing
    - 3. Dental
    - 4. Physical examination
- D. Standardized test
    - 1. Mental maturity
    - 2. Intelligence
    - 3. Mental ability
    - 4. Achievement
    - 5. Reading readiness
- E. Teacher report
- F. Case history
- G. Rating scales
- H. Problem check list
- I. Creative work
- J. Projective techniques
- K. Sociogram
- L. Social distance scale
- M. Guess who
- N. Personality interview
- O. Autobiography
- P. Observation
    - 1. Physical
        - a. Grooming and appearance
        - b. Eating habits
        - c. Posture
        - d. Muscular coordination
        - e. Fatigues easily
        - f. Visual acuity
        - g. Audio discrimination
        - h. Teeth
        - i. Skin or scalp disorder
        - j. Speech defect
        - k. Nail biting

2. Mental
    - a. Study and work habits
    - b. Does he understand concepts?
    - c. How does he appear, slow? Alert?
    - d. Skills in subject content
    - e. Communication skills
    - f. Does he see relationships?
    - g. Reasoning skills
    - h. Comprehension
    - i. Imagination
    - j. Attention span
    - k. Ability to follow directions
    - l. Make diagnostic observation for remedial purposes
    - m. Group participation
3. Emotional
    - a. Feelings of insecurity
    - b. Self-reliance
    - c. Rebellious attitude
    - d. Lack of responsiveness to normal overtures
4. Social
    - a. Considers the rights of others
    - b. Does he take care of his own property?
    - c. Does he play with other children?

IV. System for processing educational data electronically

SPEDE is a demonstration project for the guidance and the system section of the Florida State Department of Education. This project is the initial phase of what is planned to be a total pupil information system, kindergarten through graduate school of Florida. The primary aim is to develop a uniform, standard system that can be implemented on the county level and be compatible with all other county systems, as well as with the state system.

This project should work well, not only with county and state, but in cooperation with other states that are willing to join forces in using this processing system.

Some of the values to be derived from this system are:

- A. Multiple copies
- B. Ease of readability of records
- C. Complete data
- D. Machine produced computations
- E. Objectivity of records
- F. Reduce volume of clerical work

V. As the data is studied, some questions that should be answered are:

- A. Does the data show that the migratory child is having a well-rounded, continuous school experience?

B. Does it show that he has had the advantages of health services?
C. What patterns of community living does the data show?
D. What interpersonal relationships exist among pupils, teachers, and parents?
E. What evidence is there to indicate the development of positive self concept?
F. Does the data reveal how the family is using its leisure time?
G. Does the record show that he is developing his talents?

VI. Some ways in which the above information can be used are:

A. To find the number of migratory children in the state
B. To find the pattern of migration
C. To find the educational needs
D. To find out about home background
E. To find the curriculum that is being used in school
F. To find the needs for instruction materials
G. To find ways that evaluation of instruction is used
H. To find the need for in-service training
I. To find the need for adult education
J. To find the need for parent education
K. To find the need for preschool education
L. To provide information that can be used in evaluation

VII. Research should be initiated:

A. To develop an identification card
B. To continue the study of SPEDE for the elementary and preschool
C. To develop tests that will indicate readiness and achievement, as well as diagnose difficulties. Such tests are necessary because existing tests do not sufficiently take into account the cultural background of the migratory child.
D. To develop a workable plan with other states
E. To study the curriculum needs of the migratory child
F. To develop methods of teaching the migratory child
G. To determine the number of migratory children in each county in Florida during the year.

THINGS TEACHERS MAY DO TO HELP MIGRANT CHILDREN DEVELOP POSITIVE ATTITUDES TOWARD SELF AND SCHOOL LEARNING

By Mr. Charles C. Hayling, Jr.

Positive attitudes toward self and school learning stem from the individual's feelings about himself, his interaction with others, and his reactions to the things about him. They arise from the way he sees himself in any particular situation. Self-concept emerges from daily experiences. Careful studies have established that children with positive attitudes toward themselves and school tend to be more successful in school than children with the same ability who have negative attitudes toward themselves. Since this is true, teachers should take steps to aid migrant children in developing positive attitudes toward themselves, toward others and toward school learning. Following are suggestions that may help teachers formulate specific procedures. The teacher:

1. Recognizes and focuses on each child's strengths and assets;
2. Is patient with the child's efforts - encourages him to try!
3. Provides experiences through which the child gains skill in learning from his mistakes;
4. Provides abundant day-to-day opportunities for success in interpersonal relationships, as well as in subject matter;
5. Involves pupil in setting his goals and standards at a reasonable level, in order for the child to learn to evaluate his own work and correct his errors;
6. Shows confidence in the child's ability to succeed and encourages the child to have faith in himself!
7. Accepts children as they are, likes each child as he is, in order to aid the child in liking himself;
8. Involves the child in group activities so that the child can be sure of his place in them;
9. Utilizes the interests of the child to vitalize instruction;

10. Assists the child in making and enjoying friends and sharing pertinent experiences with others;

11. Starts his instruction where he is, tries to individualize instruction for him, and recognizes a job well done;

12. Assists in the development of skills sequentially and psychologically paced to permit success.

Along with the above approaches, these suggestions may also be helpful:

1. Talk to each child individually at least once a day and smile frequently at the shy ones;
2. Let the children know you are their friend and will do all you can to help them;
3. Keep an open and alert mind so you can get the messages of pupils and professional co-workers;
4. Avoid putting undue pressures upon children - or upon yourself;
5. Learn the symptoms of strain and illness and take proper steps to report and reduce them;
6. Avoid humiliation or harsh punishment. A child is a sensitive little human being;
7. Enjoy the children. Use their ideas, suggestions, and experiences;
8. Find joy in your work;

Many teachers, confident of their ability in their subject matter, find it difficult to see and appreciate the need for maintaining appropriate settings for learning. Everyone must see the relation of methods to outcomes, process to products, and means to ends.

KEYS TO PARENT INVOLVEMENT

"Actions Speak Louder Than Words"

By Mr. Arthur Collier

In general, children profit more from attending school when their parents value the children's school experiences and encourage the children to make the most of them. School people have a responsibility for helping parents develop increasingly favorable attitudes toward school and encouraging parents to provide home conditions that give support to the children's learning.

In this connection, it may be well for educators to think of improved techniques and new avenues for approaching parents, and then make courageous, patient efforts to bring about greater parental involvement by reducing the social distance between themselves and the parents. Teachers may do this by:

a. Believing that the parents are persons of dignity and worth and conveying this belief by actions;

b. Being unhurried and relaxed when making personal contacts with them;

c. Conversing informally with them in their vernacular;

d. Listening attentively to their statements and responding thoughtfully, as one human being to another;

e. Expressing appreciation for the individual's occupation by asking questions about it, listening to his responses, and reacting in a manner that conveys an interest in the person and in the type of work he is doing;

f. Visiting the home and migrant neighborhood in a friendly manner (ignoring unpleasant conditions and accentuating the positive) to become familiar with the mores and patterns of living, surrounding conditions, and storing ideas for future conversations;

g. Treating children and parents with respect;

h. Avoiding display of or overemphasis upon status symbols which call attention to the difference between the teacher's income and that of the migrant.

Teachers and parents may work together to involve an increasing number of parents through:

1. "Come as you are" meetings
    a. Plan, implement, and evaluate house-to-house meetings of five or six parents, which make direct approaches to matters of immediate concern to the parents involved;
    b. Make ample use of audiovisual materials and discussion in these meetings when parents serve as hostesses and discussion leaders. (Most often teachers will not be expected to attend);

2. Informal small group meetings
    a. Encourage parents to participate in informal, small group meetings (held at the schools in rooms specifically arranged to provide a homey atmosphere) to accomplish specific purposes within the meeting time, such as planning a field trip or discussing ways parents can help with the school's health program;
    b. Invite parents (individually) to grade level meetings to discuss ways by which they can help their children be more successful in school;

3. "Helping the school" activities
    a. Assist with registration of new pupils;
    b. Utilize parents as resource persons in connection with class activities. Example: to explain the nature of their occupations;
    c. Planning, carrying out, and evaluating school parties, such as the Halloween party;

4. Extending the helping hand to parents by assisting them with:
    a. Locating agencies that render services to migrants, for example, the office of the County Health Unit;
    b. Following required procedures to obtain such services - obtaining benefits from workers' compensation insurance;
    c. Becoming acquainted with neighbors and participating in planned family recreation in the neighborhood or at the school;
    d. Keeping informed about matters which concern them. An informed communication system might be organized in order for parents to receive the "news" on a face-to-face basis from another migrant parent or older child. This is most effective when teachers inform (person-to-person) a few fathers, mothers, crew leaders, and others who have been observed to be key communicators in the migrant neighborhood.

Efforts to stimulate parents to become partners with teachers in the education of their children are successful in proportion to the extent that:

- Parents feel comfortable when working with teachers;

- Parents are involved in planning;
- Parents are the leaders in the execution of plans;
- Tangible actions, which can be accomplished in a short time, are the focal points of all efforts;
- Efforts are oriented toward that which the parents perceive to be reality oriented and to be important to them;
- Time and place of activity should be that which is most convenient for parents;

It is important to give public recognition to parents who participate, as well as parents who lead, through frequent radio announcements, newspaper articles, school assembly programs, explanations to the children, placards at places where adult migrants gather, and announcements at church.

THE CONSTRUCTION AND ADMINISTRATION OF AN EFFECTIVE INSTRUMENT TO DETERMINE THE INSTRUCTIONAL LEVEL OF MIGRANT CHILDREN

By Mrs. Geraldine R. Grimes
and Mrs. Margaret Mosley

Setting the stage

The rapport which the teacher establishes with each child is most important. In order to have the proper climate for maximum learning conditions, the teacher must understand and accept the child as an individual of dignity and worth. The teacher who has empathy (the ability to put oneself in another person's shoes) for the migrant child will find that his students share this feeling also.

An effective way of welcoming a child is to assign a student to be a host to the new pupil. This student host may show the new classmate the place where supplementary books, art supplies, and other materials are kept available for all students. He might accompany the new pupil during the day in order to show him the bathroom, library, lunchroom, playground facilities, etc. that he will be using. It may be desirable to allow the new pupil the freedom to browse around by himself, casually looking at the fish aquarium, turtles, rock collection, or other things of interest in the room in order to put him at ease before the teacher starts to diagnose his reading ability. The teacher will, of course, help the child to feel welcome by the proper comments from time to time.

Finding the instructional reading level

As soon as it is evident that the child feels at ease and that an atmosphere has been created in which the child does not feel threatened, the teacher will want to find the child's instructional level. An effective instrument to use in determining his reading level is an informal reading inventory prepared by the teacher. This can be made by using any set of good basal readers.

For convenience and ease of administering the test, the teacher may wish to prepare the inventory on 5 x 8 cards and place them in a loose leaf notebook according to directions given below. After some practice in using the inventory with children, the teacher will find that it can be administered rather quickly, and that it is a very valid instrument.

To reinforce the teacher's evaluation of the results of the informal reading inventory, a standardized oral reading test, such as Gray's Oral Reading Paragraphs, Spache's Diagnostic Scales, or some other such test may be used. A good diagnostic spelling test should also be administered, as spelling must be incorporated in the teaching of any good reading program. Once the instructional level is determined, the teacher can then embark on a program tailored to meet the child's needs.

Much should be done in the field of developing curriculum materials based on the life experiences of migrant children, and more research needs to be done in this area of exploring their language patterns. Letting migrant children tell of their everyday experiences in their own characteristic speech has many implications for instruction. Perhaps even more meaningful informal reading tests may be made by the teacher using the reading passages based on the life experiences of migrant children.

The following information will give directions for the construction of an informal reading inventory. The inventory can be constructed using any standard basal series of readers.

CONSTRUCTION OF I. R. I.

I. General Directions

A. Use 5" x 8" unlined cards
B. Put cards in loose-leaf binder or heavy accordian style envelope to facilitate handling
C. Use Primer type for Primer level through grade one

D. Use Pica type for remainder of test
E. Make two complete sets of cards; one for the pupil, one for the teacher
F. Use any basal set of readers that is complete from pre-primer level through grade eight
G. All words in word recognition tests should come from word lists in back of basal readers you are using
H. Comprehension questions should be on reverse side of reading paragraph or on another card if there is not enough space.

II. Construction of the Test

A. Word recognition lists (no proper nouns)
   1. Pre-primer through grade 2.0, 25 words (list 1)
      6 words pre-primers)
      4 words primer)
      7 words 1.5 reader) - representative sampling of distribution
      8 words 2.0 reader)
   2. Grade level 2.5 through 3.5, 30 words (list 2)
   3. Grade levels 4,5, and 6, 35 words (list 3)
   4. Grade 7.0 through 8.5, 35 words
B. Paragraphs for oral and silent reading
   1. Select 50 words in sentence form from second pre-primer.
      5 comprehension questions
      Sentences and questions may be selected from each pre-primer level if desired.
   2. Select 50 words in sentence form from the middle section of primer.
      5 comprehension questions
   3. Select about 75 words in paragraph form from the middle of 1.5 reader. 5 comprehension questions
   4. Select about 75 words in paragraph form from middle of 2.0 reader.
      5 comprehension questions
   5. Select about 100 words from middle of 2.5 reader, using paragraph form. 5 comprehension questions
   6. Grade 3.0 and above: select two paragraphs for each level - one for oral reading, and one for silent reading. Oral reading paragraphs should come from the beginning of second quarter of the book. Silent reading paragraphs should come from the beginning of the third quarter of basal reader.
   7. Paragraph length: grade 3.0 through 8.5
      Note: The paragraph length is an approximate number, as a few more or a few less words may be required to make the complete thought.
      Grade 3.0 - 3.5, 150 words
      Grade 4.0 - 4.5, 175 words
      Grade 5.0 - 5.5, 200 words
      Grade 6.0 - 6.5, 200 words
      Grade 7.0 - 8.5, 200 words
   8. Comprehension questions: grade 3.0 - 8.5
      8 questions: It would be better to have:
         At least 5 factual
         At least 2 inferential
         At least 1 imagery
C. Phonics Tests:
   1. Name the sounds of consonants
      a. from sight
      b. by teacher pronouncing consanant

2. Distinguish between short and long vowel sounds
3. Pronunciation of blends
4. Pronunciation of syllables
5. Make nonsense words by combining blends and syllables; have pupils say them

Note: Additional details on the construction and use of this Informal Reading Inventory can be obtained by writing Mrs. Geraldine R. Grimes
Coordinator, Special Education -
Glades Area
231½ East Main Street
Pahokee, Florida 33476.

THE SELECTION AND USE OF DIFFERENTIATED CURRICULUM MATERIALS IN A MULTI-CULTURAL SCHOOL

By J. Homer Bible

The socioeconomic problems faced by our nation in dealing with the migrant situation are complex. Domestic migratory workers tend to follow well-defined paths which vary with general economic conditions of agriculture. There are five major annual streams that originate mainly in the states along the southern border of the United States.

Many agricultural migrant laborers are restricted to manual field work because of their rural-culture background. Educational opportunities must be offered to the migrant child wherever he happens to be.

Some basic considerations in education for migrants are:

1. Bringing children under the influence of well-prepared, dedicated and sensitive teachers, teaching the children individually and in small groups. Through these contacts children should develop feelings of belonging, security, and satisfaction in the school environment;
2. Broadening the experiences so lacking in the cultural environment of migrants;
3. Aiding children in the mastery of tool subjects to the extent of their ability.

The selection and use of curriculum materials will aid in providing a complete instructional program for migrant children.

1. Curriculum materials can be selected wisely only in terms of the continually developing curriculum for a given school. The well-planned curriculum results only from a services study and precise clarification of the following prerequisites:

   a. The nature, characteristics, and cultural patterns of the community which the school services;

   b. The nature, needs, abilities, and general characteristics of the children and youth whom the school services;

   c. The learning process;

   d. The general objectives of the school, and

   e. The learner's translation of these objectives into specific outcomes in the various curriculum areas.

2. School personnel have the ethical responsibility to provide meaningful learning experiences for all pupils regardless of their diversities in achievement, ability, need, interest, motivation, and cultural background. Therefore, curriculum materials must be selected, modified, and specially developed to meet the distinctive and unique needs of the individual learner;

3. As a child grows, he acquires a picture of the kind of person he is, of the things he can and cannot do, and of the sort of person he eventually can hope to be. The picture he forms - his self concept (the way he feels about himself and others) is the predominant factor which determines his success or failure in school or out of school. Therefore, curriculum materials must be those which enhance his self-esteem and help him to acquire a more favorable self concept.

   The motivation to learn is enhanced when human relation needs are being met and when what is practiced and learned in school has a practical and useful value to the student in meeting his human relation needs in family and community life now;

4. Curriculum materials must be selected on the basis of their appropriateness at a given time and contributions made to:

   a. Encourage individual study
   b. Develop individual competencies

    c. Stimulate individual initiative and self-exploration, and
    d. Release individual creative powers.

5. Thus, school personnel cannot be concerned with likeness or with standards which are applicable to all pupils. Quality education becomes that kind of education which meets the needs of each individual, and standards are set in terms of maximum growth and development, which are reasonable to expect for each learner;

6. It is essential that all personnel select materials to meet the needs of each pupil, with the evaluative criteria given below as a guide line.

    a. Vocabulary level;
    b. Sentences brief and well developed with short paragraphs;
    c. Materials structured on daily or weekly basis;
    d. Attention to vocabulary growth (Meaning in context);
    e. Use illustrative material;
    f. Comprehension exercises ("Dialogue" with materials);
    g. Provide constant review and summary work;
    h. Easy to use by teacher and pupil;
    i. Wealth of tools and materials to allow development of experience activities necessary for learning;
    j. Materials should stimulate a variety of thought processes.

There are six categories under which instructional materials may be classified. A few illustrative examples in the use of these materials which have made a real difference in the learning and adjustment of the child or youth who is culturally different and who has been recently enrolled in regular established schools are:

1. Materials that are printed - library books, textbooks, pamphlets, bulletins, magazines, various kinds of maps, etc.;

2. Materials that are readily accessible in our immediate natural environment, open spaces of natural beauty, mountains, lakes, forests, soil, rocks, and minerals, rivers, etc.;

3. Materials that are institutional in nature - post office, banks, businesses, local, state, and national government agencies of health, education, and welfare, police force, highway patrol, museums, and local and state government, etc.;

4. Materials that capitalize on human resources in the community - parents, professional, and other lay people;

5. Materials that are audiovisual - films, slides, radio, television, and others;

6. Materials that are specially developed by teachers and are tailored to the experiences and interests of pupils and materials cooperatively developed by the teacher and the learners.

IN-SERVICE PROJECTS AS A VEHICLE FOR IMPROVEMENT IN MIGRANT EDUCATION

By Mrs. Marion Crawford

A plan which is wisely conceived, structurally solid, and whose purposes are sound, but which provides not for implementation, is destined to remain a dream in print or become a thwarted effort. The state plan for migrant education is too vital not to make provisions for progressive, effective in-service training. The emphasis for such a program would obviously focus upon, as well as embrace, positive attitudes towards self, others, and varied modes of functioning. It is expedient that a respect for the development of these attitudes becomes operative in the consideration of in-service training as we now know it.

Surveys among teachers and administrators should be used as an index for the selection of courses to be offered.

Campus-related experiences should be tailored to the requirements of the area being served.

A project of high quality, but not consonant with the needs of the participants as they perceive them, is of questionable value.

Consultants and resource persons who are imported for in-service purposes deserve adequate orientation in the area to be served.

The objectives to be achieved and the procedures to be followed, should be mutually understood and agreed upon by all participants.

Future plans for in-service projects would, hopefully, be mosaic in quality; a skillful marriage of balance and variety.

A project might represent one, or a combination of the following:

a. Initiate the development of positive self-concepts among teachers with a workshop approach which activates, not lectures solely upon self-acceptance and motivation. Suggested format: Evaluation - Explanation - Demonstration - Activation - Recapitulation - Re-evaluation - Follow-up;

b. An exchange program between teachers, supervisors, and administrators of schools serving migrant children (intra or inter - county). These may assume the form of seminars, work conferences, and clinics sponsored cooperatively by the State Department of Education and universities;

c. A series of training sessions for representatives of community agencies which serve or might offer help to migrants (human relations oriented) with a follow-through procedure utilized at the level of implementation;

d. Training sessions for teachers on definitions and implications of terms used in making accurate descriptions, as well as techniques appropriate for making significant observations, with follow-through at the level of implementation;

e. Include follow-up activities at the state, county, and/or school levels.

Some specific types of experiences might be:

1. Individual teacher-consultant conferences which would provide personalized service;
2. Cooperative faculty study to solve a problem of concern to the faculty;
3. Cooperative planning of a school program;
4. Planned observations in, and study of community;
5. "How-to-do-it" sessions in relation to innovations or specific up-grading activities.

Additional possibilities for improving the efficacy of in-service projects:

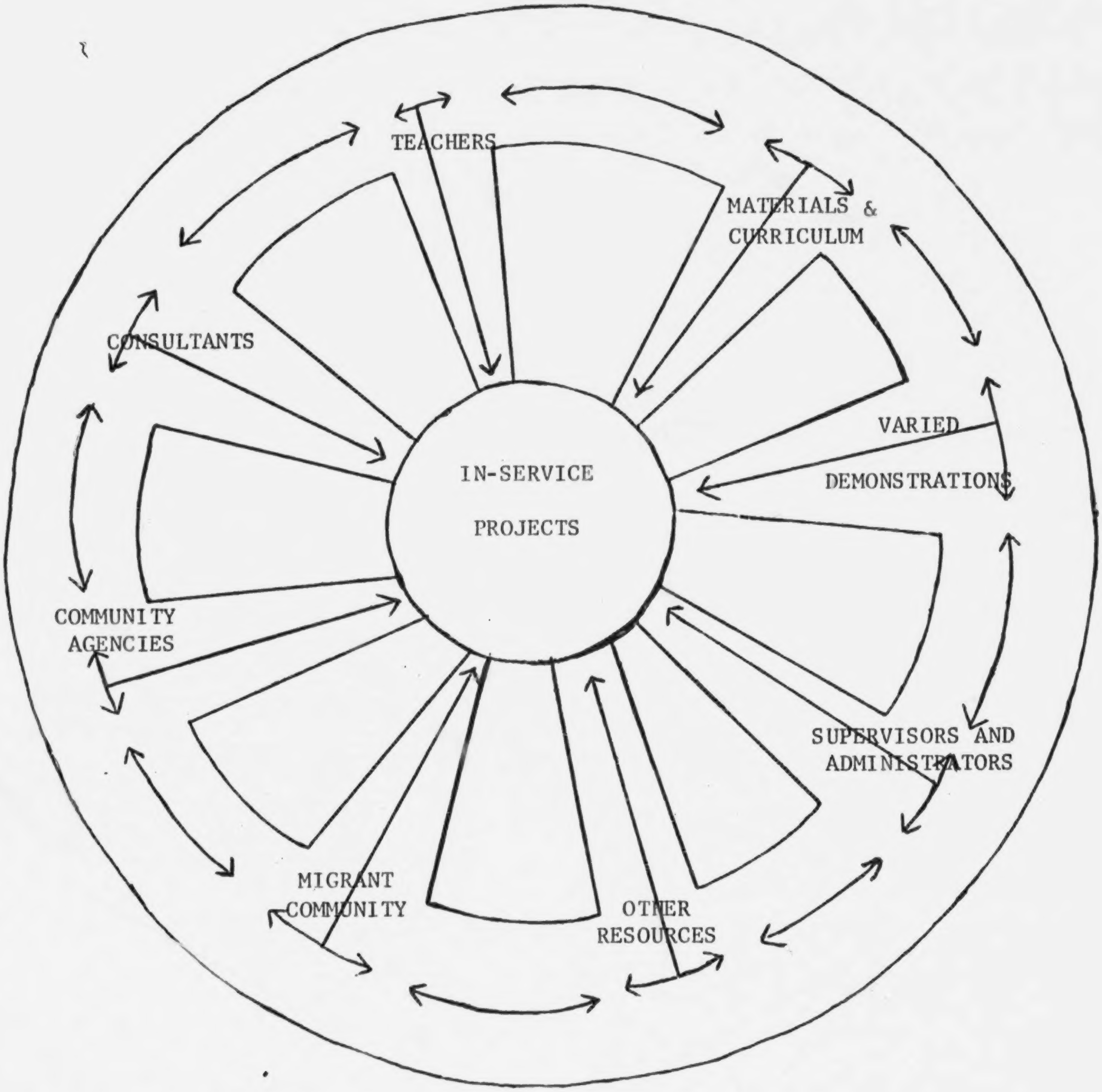
- Telephone apparatus which may provide a direct source for information and instruction. The apparatus would be connected to the central agency serving migrant education. Taped television classes (in an area) which may be appropriate to serve as supplements and approved by the Board of Public Instruction. Follow-up should be provided at the county and school levels;

- Mobile professional library to serve the areas with on-going projects and which require more material than the local center affords;

- Provide tours and extended visitation of areas requesting service for all persons serving as consultants;
- Financial support for small group projects and research;
- Provide release time for teachers participating in in-service projects whenever sessions are held during the school term.

The various combinations of and possibilities for meaningful exploration in the area of in-service programs are many and challenging. It is the privilege and duty of local committees to determine which approach and topic will reinforce their program and not succumb to the "stencil syndrome" of following a pattern because others have used it and because it is less complicated.

INTERRELATION OF RESOURCES AND/OR SUBJECTS FOR (TREATMENT) IN IN-SERVICE PROJECTS


TEACHERS
MATERIALS & CURRICULUM
CONSULTANTS
VARIED DEMONSTRATIONS
IN-SERVICE PROJECTS
COMMUNITY AGENCIES
SUPERVISORS AND ADMINISTRATORS
MIGRANT COMMUNITY
OTHER RESOURCES

INTERSTATE COOPERATION

By Mr. Herbert Burden

The knowledge that the migrant farm worker is required, by the nature of his work, to engage in interstate and intrastate travel throughout the year, should put educational establishments on notice. This knowledge should set up immediate reactions within educational circles and challenge all educators to explore ways and means of meeting the special educational needs of the migrant and his family.

In this day of "space age", every conceivable effort is being made among the nations of the world for the exchange of ideas, information, and side-by-side work on experimental projects. Emphasis seems to be on the pooling of efforts with the belief that the end product will be better because of this "sharing".

By pooling efforts on an interstate basis, greater continuity in educational programs for migratory children can be realized. Only through effective interstate cooperation can all be accomplished that is needed to carry out a full program and assure continuity throughout the educational life of the migrant. As this idea is approached, two basic questions are evident - first, what can be done, and second, how can these desires be carried to completion?

It is a well-known fact in baseball that before hitting a home run, concentration must be applied on a few things which are closer than the center field wall. With a few of these accomplishments behind, the chances of a home run are enhanced. So, in order to enhance the opportunities for a "home run", there should be a strong, smooth-working intrastate organization. The chances for a "home run" would also be many times enhanced if all reciprocating states would structure their intrastate organizations the same. The attached diagram represents only one of the many ways to structure this organization. It is not intended that this example be either inclusive or conclusive, but it does offer much. It should be noted that there is allowance for a one-to-one ratio of personnel, which is very much needed to help the interstate organization function as it should. In the interstate "ball park" there is the possibility of losing sight of the players. Many times, losing sight means losing contact. When the distance becomes too great and one cannot transmit and receive clearly, thinking tends to slow down and the "home run opportunities" are likely to drop lower and lower behind the center field wall until, in a very short time, a realistic opportunity of achieving the goals that were set forth is lost. To expect any project of this magnitude to have continuity and be successful, will require close personal contacts among both the interstate and the intrastate organizations.

Assuming that all have been able to work out an intrastate structure, it only seems logical that the next batter faced will be looking for the ball which has written on it, "How can these goals be best accomplished?" It then must be determined what the common problems are, which of these should be given priority, and which of these could be used for the "home run attempt". It should be remembered that many of the future projects developed on an interstate basis will be based on how well these first projects worked. Be it always remembered that success tends to bring out the desire to want to do more.

So called "home base states" must be willing to take the lead in this new venture. These states must also be willing to put forth the maximum effort and act as emissaries for these projects. Again, it seems eminent that the structure of the organizations will set forth in many ways how these things can be accomplished. Florida, as a "home base state", must be willing to take the initiative in promoting these desires.

As center field is viewed from the dugout, the indications are that some of the areas which need to be considered are:

1. Transfer of all records
2. Data processing of all records
3. Ways to expedite transmittal of information
4. In-service training programs
5. Research programs
6. Research information exchange
7. Teacher exchange program
8. Teacher training
    - a. Undergraduate
    - b. Graduate level
9. Teacher recruitment with reciprocal certification
10. Identification card
11. Develop plans to locate centers where migrants could receive information and advice; these centers to be standardized for easy identification; staff members to include migrants
12. Standardized:
    - a. Information sheets
    - b. Report cards
    - c. Health information sheets
    - d. a, b, and c above should be in same color and size
13. Migrant health projects in cooperation with State Board of Health
14. Adequate housing
    - a. Improve existing housing
    - b. Individual ownership
15. Transportation
    - a. Safety
    - b. Adequate
    - c. Enroute education
        - c-1. Planned itinerary
            - c-1(a). Educational
            - c-1(b). Recreational
        - c-2. Some person on each bus should see that plans are carried out.
    - d. Liability insurance
        - d-1. Sufficient coverage
        - d-2. Available to all
        - d-3. Vehicle to show evidence of coverage

16. Resource Units Developed on
    a. Housing
    b. Transportation
    c. Other related topics

17. Exchange of instructional material

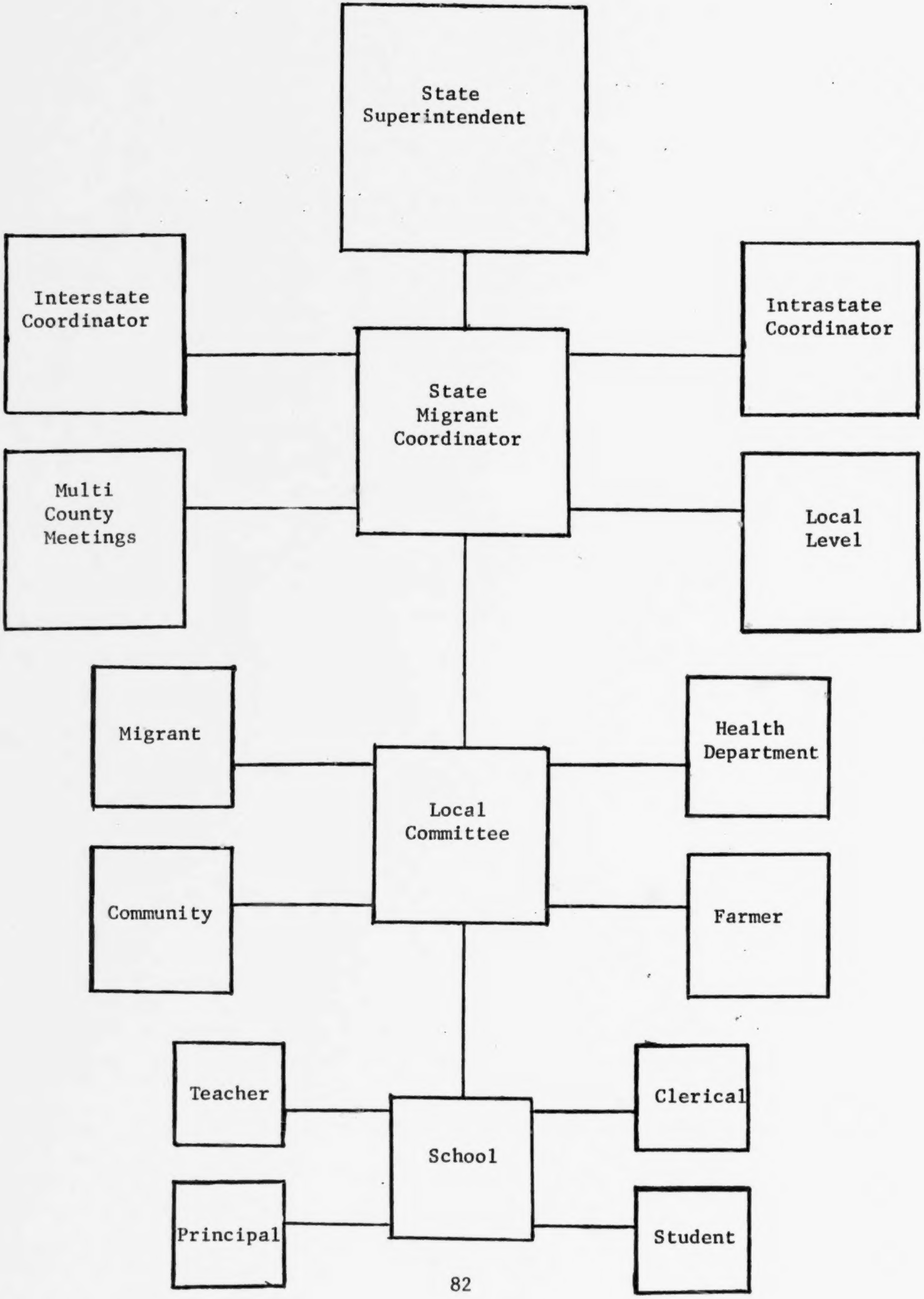
18. Program for having farmer and migrant understand each other

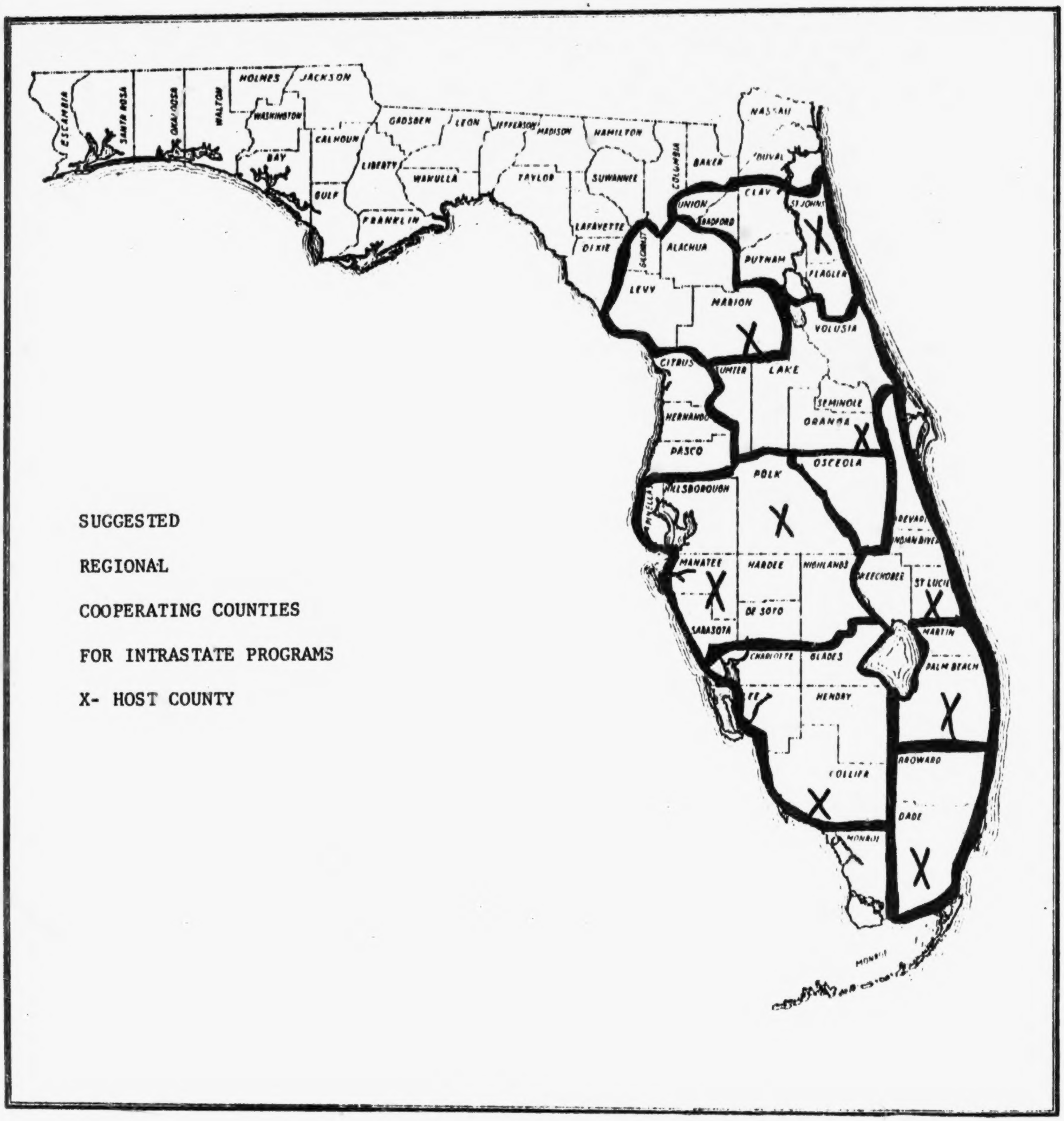
19. Bringing the community and migrant together

20. Explore all avenues for making farm labor more attractive and desirable

21. Develop summer enrichment program in cooperation with home base school.

Intrastate Organization


State Superintendent
Interstate Coordinator
State Migrant Coordinator
Intrastate Coordinator
Multi County Meetings
Local Level
Migrant
Local Committee
Health Department
Community
Farmer
Teacher
School
Clerical
Principal
Student


ESCAMBIA
SANTA ROSA
OKALOOSA
WALTON
HOLMES
JACKSON
WASHINGTON
BAY
CALHOUN
GULF
LIBERTY
FRANKLIN
GADSDEN
LEON
WAKULLA
JEFFERSON
MADISON
TAYLOR
HAMILTON
SUWANNEE
LAFAYETTE
DIXIE
COLUMBIA
BAKER
NASSAU
DUVAL
UNION
BRADFORD
CLAY
ST JOHNS
GILCHRIST
ALACHUA
PUTNAM
FLAGLER
LEVY
MARION
VOLUSIA
CITRUS
SUMTER
LAKE
SEMINOLE
HERNANDO
ORANGE
PASCO
OSCEOLA
HILLSBOROUGH
PINELLAS
POLK
BREVARD
INDIAN RIVER
MANATEE
HARDEE
HIGHLANDS
OKEECHOBEE
ST LUCIE
DE SOTO
SARASOTA
MARTIN
CHARLOTTE
GLADES
PALM BEACH
LEE
HENDRY
BROWARD
COLLIER
DADE
MONROE
MONROE
X
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X

SUGGESTED

REGIONAL

COOPERATING COUNTIES

FOR INTRASTATE PROGRAMS

X- HOST COUNTY

CRITERIA TO GUIDE EVALUATION: INSTRUMENTS AND TECHNIQUES WHICH MAY BE USED

By Mrs. Rosabelle Blake

Any program must be evaluated in terms of its objectives. Evaluation is an integral phase of any well-defined program. The term "evaluation" has varied connotations for many groups. Here, it will be used to denote the appraisal of any program in terms of the outcomes of the project with reference to the program objectives. Furthermore, objectives must be planned at the time of the inception of the program.

Some prerequisites for evaluation are:

- Define and accept goals for school, county, and state;
- Shape a plan of action for a three year period.

A few suggested instruments for consideration are:

1. Standardized tests
2. Teacher-made tests
3. Inventories
4. Record sheet to guide systematic observation of behavior
5. Guide for interviews

The instrument is subservient to the technique which is used. Examples of some effective techniques are given below.

- Teacher-made tests can be used by teachers to determine progress and achievement;

- Inventories are individualized assessments of the pupils' strengths, weaknesses, and interests;

- Case studies which trace the development over a long period, represent a combination of all the information available on one child.

Some of the indivuduals involved in obtaining, studying, and interpreting data, making decisions, and planning follow-through activities are:

1. Teachers
2. Guidance personnel
3. Nurses
4. Social workers
5. Doctors
6. Psychologists
7. Principals and supervisors

They may utilize the following:

- The interview, to develop a dynamic relationship, depending basically upon the motivation and attitudes of the participants;
- A comparative study of the diagnosis of children's human relations needs within family, community, school, and with each other;
- A systematic determination of the extent to which the curriculum utilizes the findings obtained in the diagnosis of pupils' needs, interests, strengths, and attitudes;
- Observations, which require a systematic way of ordering and compiling subjective information regarding pupils' reactions and behavior.

Sources of data might be found in:

1. Changes noted in participating teachers;
2. Changes (if any) in the pupils' academic skills, social acceptance by peers, and increased respect for himself as a worthy member of society;
3. Intangibles present, such as friendliness, affection, consideration for others and growth in American ideals;
4. Growth in ability to perform successfully, as indicated by behavior or products.

In any worthwhile program or project that seeks to improve the education of boys and girls, there must be a willingness on the part of the planners and implementers to continuously evaluate such a program for valid and reliable data that will give sustenance and direction to its future existence.

Each situation carries with it, its own peculiarities and distinctions; therefore, persons using the results of any evaluation must, to some extent, take into account biases, not only of persons doing the evaluations, but also of the instruments themselves.

It should be kept in mind that change does not come quickly nor easily.

INTRODUCTION

Migrant children will benefit from the Florida program when schools make, implement, and evaluate plans for their educational experiences. In a faculty where consensus has been reached on objectives, resources and program elements, teachers are in a favorable position for creating day by day specific opportunities for each child to engage in learning experiences which are meaningful and challenging to him. Following is a brief overview of the objectives, resources, and program elements which illustrates one way a faculty might state its agreements.

EDUCATION FOR MIGRANTS

By William E. Newsome

Basic objectives are:

1. To develop in the child, feelings of belonging, security, and satisfaction in the school environment;
2. To help the child develop a positive attitude toward school;
3. To help the child develop a positive attitude toward himself, a sense of identity, and an attitude of himself as a person of worth and competence;
4. To help the child develop a sense of responsibility;
5. To broaden the experiences so lacking in the cultural environments of migrants;
6. To aid migrant children in gaining competence in tool subjects with a special emphasis on communication skills;
7. To help the migrant child realize and utilize the many opportunities to strive and succeed physically, intellectually, and socially;
8. To help the child live effectively with other children and with adults in roles of authority, to value one's own rights and the rights of others.

In achieving these goals, it is desirable to bring children under the influence of well-prepared, dedicated and sensitive teachers, and to teach the children individually and in small groups. These children need affection and understanding, and building basic attitudes should have priority over subject matter. The child should be respected so that he can learn self-respect and respect for others.

Resources: Local, State, and Interstate

Local:

County Board of Public Instruction

- Psychological services
- Supervisory and Consultative:
    - Curriculum development and modification to meet migrant needs
    - Assistance in developing administrative patterns and organization
- School Plant Planning
- Assistance in developing and in securing appropriate and adequate materials, equipment, and textbooks
- Food Services
- Transportation
    - To school and to receive special services, (clinical, dental, field trips)

County Health Department

- Preventive and corrective medicine
- Referral to pertinent agencies for care of special needs
- Mental Health services
- Physical and mental examinations
- Maternal and Child care
- Immunizations
- Home Nursing
- Dental care
- Vision and audio screening
- Nutrition
- Sanitation
- Water, housing, sewage, food services and supply

County Welfare Department

- Aid to dependent children
- Health services not otherwise provided
- Provision for physical needs
- Social services

Civic and Religious Organizations

United Church Women (Local unit)
Local migrant committee
Local churches and civic groups

Christian Ministry to Migrants (Local unit)

State

State Department of Education

Assume leadership in getting migrant children in school and maintaining attendance;

Extend services and personnel to meet needs of all groups (keep education in the hands of professional educators);

Provide leadership for federal, state, and local educational agencies to supplement and complement each other in improving quality of education;

Provide leadership in meeting needs in adult education;

Coordinate efforts State Department Education divisions in implementing migrant education program;

Provide leadership in developing educational program for migrant students;

Provide leadership in coordinating migrant programs in the State of Florida with migrant programs of other states;

Provide leadership in the coordination of migrant programs with the office of HEW;

Provide leadership in in-service training for all personnel involved in the program of migrant education;

Provide leadership in collecting and disseminating material and information on migrant matters;

Provide leadership in data processing of migrant student information;

Provide leadership in conducting research;

Provide leadership in modification of curriculum to meet unique and distinctive needs of migrants;

Provide leadership im modification of learning materials, and in developing new learning materials to meet migrant needs;

Provide leadership in the modification of instructional methods, and in the development of new methods to meet needs of migrant children;

Provide leadership through in-service training of administrative and supervisory personnel in organization of the school to meet needs of migrants.

State Board of Health

See local resources. Same applies to state

See legislation beneficial to migrant health

State Level Civic and Religious Organizations

United Church Women

Fla. Council of P. T. A

Fla. Christian Ministry to Migrants

State level social and civic organizations

Vocational Rehabilitation Section of State Department of Education

Florida Labor Commission

Interstate

State Departments of Education
Department of Health, Education, and Welfare of the United States
National Consumer's League
U. S. Children's Bureau
The President's Committee on Migratory Labor
National Child Labor Committee
National Religious Organizations
National Labor
Department of Rural Education, NEA
National Congress of Parents and Teachers
Interstate Commerce Commission
Public Health Service
Extension services of state universities
Farm organizations (eg., Farm Bureau, Farmer's Union, the Grange)
U. S. Department of Agriculture
State Departments of Public Health
Migrant Ministry
National Council of Boy Scouts
Girl Scouts of the U. S. A.

Migrant Publications:

The Center for Cultural Studies in Education. Adams State College, Alamosa, Colo.

The Migrant Children's Fund. 119 East 19th St., New York 3, N. Y.

Specialist, Education of Migrant Children. U. S. Office of Education,
Washington 25, D. C.

National Child Labor Committee. 419 Park Avenue, South,
New York 16, New York.

Program Elements

Special Services

Guidance

Pupil-teacher relationships

- Help children feel important
- Develop feelings of self-worth
- Help with personal appearance
- Help children understand and accept differences
- Moral concepts
- Sex education
- Vocational guidance
- Help children understand and accept limitations (mental, physical, economic)
- Appreciation of cultural backgrounds

Other guidance services

- Psychological
- Vocational
- Educational
- Health, Safety, and Sanitation

Health

School Program

- Hearing and vision screening
- Immunization program
- Classroom health teaching by school nurse
- Nutrition teaching by lunchroom supervisor or nutrition consultant
- Sex education
- Dental check
- Tuberculosis testing
- Screening for parasites (external and internal)
- School insurance program
- Recreational program
- Safety program
- Providing meals (breadfasts and lunches a minimum)
- Clothing issues

- Body cleanliness
  - Showers
  - Care of hair, nails, and teeth
  - Personal appearance

Associated areas

- Adequate physical examinations
  - Referrals to proper agencies for follow-up and treatment
- Local clothing drives
- Health kits (or welcome kits) to new residents
- Community health, safety, sanitation, nutrition program
- Self-help housing program

Home-School Liaison

Home visitations

- To become acquainted with family background
- To acquaint parents with school program
- To enlist parent interest and participation in school activities
- To develop parent awareness of:
  - Health needs, care, and availability of health services
  - Social needs and availability of social services and recreational facilities

Parental involvement in school program

- Small group meetings
- Parent-teacher conferences
- Teacher's aides
- Cafeteria aides
- Custodial assistants
- Playground assistants
- Block workers

Basic Skills

- Language Arts
- Reading
- Health
- Arithmetic
- Social Studies
- Science

Basic skills and subject area units should be planned in short blocks of time to be completed in one to six weeks. Remedial projects in these areas must be used with small groups (10 to 15) of students to overcome academic retardation. Materials related to the children's interest, concerns, and needs are used. These can be commercial or teacher made. Each teacher should have available multi-level teaching materials to meet the needs of the group. The use of Audio-Visual materials is important.

Cultural Enrichment

Field Trips

Field trips would be used to acquaint the child with the local places of interest and local cultural centers. These would be experiences that would enrich his educational background.

Music

Music is an important element in the lives of migrants. Continued application of music in their lives is certain. Refinement and enrichment of their knowledge and appreciation can be a vital part of the music program. Include the types of music they enjoy.

Arts and Crafts

Arts and crafts should provide for exercises in creative initiative in order to bring out innate talents. Basic skills may be developed.

Library Services and Literature

Library services can be useful in many ways. The child can be given guidance in selecting books in his areas of interest and on a level which he can understand. Story hours relating to cultural background and interest of the child can stimulate interest in reading. Recordings, artprints, filmstrips and films are a few of the resources which can be used to help create interest.

Dramatics

Dramatics can be used to let the child express himself. The students' own productions are important to them.

INTEREST INVENTORY (Sample)

Name____ Age______

Grade______

1. What did you do for fun last weekend?______________________

2. With whom do you play?______________Best friend?_______age___

3. Favorite television programs?______________________

4. What are your hobbies?______________________

5. Favorite color______________________

6. Favorite animal?______________________

7. What would you do with $5,000.00?______________________

8. If you had three wishes, what would they be? a.______________

__________b.____________________c.______________

9. What are your pet peeves?______________________

10. What is your favorite subject in school?______________________

11. Which ones do you dislike?______________________

12. What do you like best about your home?______________________

13. Who is your favorite person?______________________

14. What would you like to be when you grow up?______________________

____

15. What are the things that get you angry quickly?______________________

____

16. Do you like to read?______________________

PERSONALITY INVENTORY (Sample)

1. Do you think you usually have as much fun as other people?
2. Do you think your parents often blame you for things that other people do?
3. Do you often attempt to do things that you know are hard to do?
4. Do you usually get discouraged when things don't work?
5. Do you usually finish a job even though it's hard?
6. Do you often find yourself daydreaming in class? (if yes, what about?)
7. Do you usually enjoy helping people when they don't understand something?
8. Do people often hurt your feelings?
9. Do you usually enjoy making new friends?
10. Do you think other people often pick quarrels with you?
11. Do you ever do things of which you are ashamed? (if yes, probe)
12. Do people usually think you are not very smart?
13. Do your friends usually think that you are a good sport?
14. Are you usually afraid to stay home by yourself? (if yes, probe)
15. Is your home as nice as that of most of your friends?
16. Do you often feel lonely? (if yes, probe)
17. Do your friends often ask you to join their games?
18. Do you think that people usually expect too much of you?
19. Do you often wonder what other people think of you? (if no, probe)
20. Do you think you have more headaches than most people? (if yes, probe)
21. Do you think that you look as nice as your friends most of the time?
22. Do you wish that your parents were more interested in your problems?
23. Is your family satisfied with your school work?
24. Do you think you need more help with your school work?
25. Are you often unhappy? (if yes, probe)
26. Do you think that grown-ups are usually too bossy?

27. Does your family often do things together for fun? (probe)

28. Do you think your parents are too strict? (probe)

29. Do you think that most people are friendly to you?

30. Do you often worry about your parents getting sick?

31. Do you think your friends usually like to be with you?

32. Do your eyes often hurt? (if yes, probe)

33. Do you often worry?

34. Do you wish that your mother and you could do more things together? (deceased?)

35. Do you think that most of your teachers have understood you?

36. Do you think your parents usually expect too much of you?

37. Do you wish that your father and you could do more things together? (deceased?)

38. Do you have bad dreams very often? (if yes, probe)

39. Do you think it is easy to talk to the class? (explain)

40. Do your parents usually think you are not very smart?

41. Do you often like to do things with your family?

42. Do you think other people usually bully you?

43. Do you think people usually notice when you do your work well?

44. Do you often get tired easily?

45. Are you often chosen as leader?

46. Do people usually criticize the things you do?

47. Do you often prefer to be alone? (if yes, probe)

48. Do you think you are smart, average, or below average?

49. When you have problems, to whom do you go for help? (if not parents, probe)

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